DOCUMENT RESUME

ED 312 523 CG 022 020

AUTHOR Parrott, Charlene; And Others
TITLE Common Threads for the Future: Michigan Exemplary Career Guidance Programs (Farmington Public Schools' K-12 Career Development Program).
INSTITUTION Farmington Public Schools, MI.
PUB DATE 89
NOTE 248p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Career Development; Career Exploration; *Career Guidance; Career Planning; Elementary Secondary Education; Public Schools; *School Counseling; School Counselors
IDENTIFIERS *Farmington Public Schools MI

ABSTRACT

The Farmington Public Schools' K-12 developmental career program is designed to reach every student at every grade level. The focus of the program is self and career awareness, decision making, career planning and exploration, and job seeking skills. Outcomes expected are that students will develop and implement a realistic career plan, assess their own interests and abilities, learn a decision-making process, become aware of a wide variety of careers and how to research career information, set goals and plan steps to achieve them, complete job applications, prepare resumes, and learn job search and interviewing skills. This packet consists of documents related to the K-12 development career program. The packet includes: (1) program abstract; (2) career guidance plan; (3) K-5 status report forms and elementary teacher summary; (4) educational and career developmental plan profile; (5) career education booklets for grades 6, 7, 8, 9, and 10; (6) a copy of the school district's newsletter on career development "Perspectives" which describes ongoing activities in the schools and discusses current issues/viewpoints; (7) a letter to parents on vocational programs; (8) a bilingual letter to parents; (9) vocational classes and job placement brochures; (10) description of the guidance placement project; (11) a brochure from the CHOICES program, a seminar for young women on math, science, and computer related careers; and (12) a counseling curriculum description which discusses student and counselor goals, the evaluation procedure, and references. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Charlene Parrott

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

FARMINGTON PUBLIC SCHOOLS

- To provide a comprehensive career program for students in grades K-12
- To help students to make better career choices
- To involve teachers, from the beginning, in the career program

PROGRAM DESCRIPTION*

Farmington Public Schools' K-12 developmental career program is designed to reach every student at every grade level (10,708 students in three high schools, four middle schools and eleven elementary buildings). The focus of the program is self and career awareness, decision making, career planning and exploration, and job seeking skills.

In K-5 each teacher chooses activities to complete the local Career Development Objectives. In Grades 6-10 there are specific activities led by English, Life Management and Government teachers, counselors, or Career Center paraprofessionals. Booklets have been written by local teachers (and printed by vocational students) to complete these objectives.

All staff members are supplied with career information through a newsletter, PERSPECTIVES, and Career Centers. Each secondary school has a Career Center with MOIS and other relevant materials.

Co-op, work study, and high school apprenticeship programs aid in the transition from school to work. The Job Placement Office serves all students and young adults up to age 25.

Outcomes expected are that students will develop and implement a realistic career plan, assess their own interests and abilities, learn a decision-making process, become aware of a wide variety of careers and how to research career information, set goals and plan steps to achieve them, complete job applications, prepare resumes, and learn job search and interviewing skills.

---

*Farmington Public Schools. Career Development K-12 Program Brochure. January 1989.

PROGRAM LINKAGES

Each year people from the community are actively involved in the program. Parents and persons from business and industry speak, in classrooms or on field trips, about their careers to students in grades K-12. The American Association of University Women, Farmington Branch, and the Gifted Department co-sponsor a Math, Science, and Computer Related Seminar for Young Women. Approximately 50 community persons serve on vocational advisory committees.

Career Education is officially a part of Farmington Public Schools' curriculum. A steering committee with representatives from 19 buildings assist with the planning, establishment of objectives, and program evaluation. Teachers develop career education activities and teach the activities as a part of their classroom instruction. Career Days are sponsored annually by middle and elementary schools.

VISIONS

Many changes have occurred in the program, since its inception ten years ago. Change is viewed as a necessary part of the program. Goals for the future include (1) to continue to build a strong career education program that responds to change, (2) to maintain and strengthen partnerships with business, and (3) to implement, in conjunction with the business community, a teacher-counselor summer program.

PROGRAM MATERIALS

The Career Education Activity Booklets are available for distribution. Brochures and other program support materials can be obtained, upon request, from the Farmington Public Schools' program contact person.

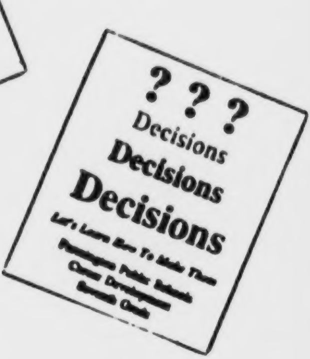
Farmington Public Schools
Career Development

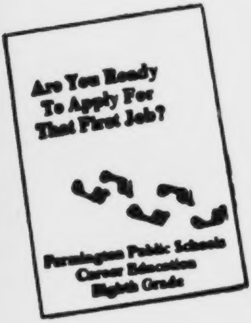
K - 12

PROGRAM

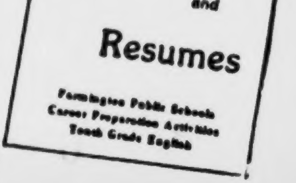
A PEEK INTO YOUR FUTURE

Farmington Public Schools
Career Education
Sixth Grade


? ? ?
Decisions
Decisions
Decisions
Let's Learn How To Make Them
Farmington Public Schools
Career Development
Seventh Grade


Are You Ready
To Apply For
That First Job?

Farmington Public Schools
Career Education
Eighth Grade


Job
Applications
and
Resumes

Farmington Public Schools
Career Preparation Activities
Tenth Grade English

Special Features

- **K-12 PROGRAM**
- **GRADES 6-12 CAREER GUIDANCE PLAN**
- **EMPLOYABILITY SKILLS ACTIVITIES**
- **GRADES 6, 7, 8, 10 ACTIVITY BOOKLETS**
- **EXTENSIVE STAFF AND COMMUNITY INVOLVEMENT**
- **CAREER DEVELOPMENT STEERING COMMITTEE**
- **PERSPECTIVES NEWSLETTER**
- **PROCESS FOR DEVELOPING YOUR LOCAL PROGRAM**

PROGRAM DESCRIPTION

Farmington has a comprehensive K-12 developmental career program designed to reach every student at every grade level. (10,708 students in 3 high schools, 4 middle schools and 11 elementary buildings.) It concentrates on self and career awareness, decision making, career planning and exploration, and employability skills.

In K-5 each teacher chooses activities to complete the local Career Development objectives. In Grades 6-10 there are specific activities led by English, Life Management and Government teachers, counselors, or Career Center paraprofessionals. Booklets have been written by local teachers (and printed by vocational students) to complete these objectives.

All staff members are supplied with career information through a newsletter, PERSPECTIVES, and Career Centers. Each secondary school has a Career Center with MOIS and other materials available.

Co-op, work study, and high school apprenticeship programs aid in the transition from school to work. The Job Placement Office serves all students and young adults up to age 25.

Outcomes expected are that students will develop and implement a realistic career plan, assess their own interests and abilities, become aware of a wide variety of careers and how to research career information, learn a decision making process and use it to make career choices, set goals and plan steps necessary to achieve them, fill out job applications, prepare resumes, and learn job search and interviewing skills.

COMMUNITY INVOLVEMENT

Each year over 250 parents and persons from business and industry speak to students at all grade levels about their careers in classrooms or on field trips. An additional 50 community persons serve on vocational advisory committees. Two or three middle and elementary schools have Career Days each year. A Math, Science, and Computer Related Seminar for Young Women has been sponsored with the Gifted Department and the American Association of University Women, Farmington Branch, for the past two years. Four partnerships have been formed with Jervis B. Webb, Sinai Hospital, SAGE and YMCA.

Contact Person:

Charlene Parrott, Career Development Coordinator
Farmington Public Schools
29995 West Twelve Mile Road
Farmington Hills, MI 48018 313-489-3486

NATIONAL

EXEMPLARY

COMPREHENSIVE

CAREER GUIDANCE

PROGRAM

1987-1988

FARMINGTON PUBLIC SCHOOLS
29995 WEST TWELVE MILE ROAD
FARMINGTON HILLS, MICHIGAN 48018

CHARLENE PARROTT
Career Development Coodinator

Telephone
(313) 477-3318

Included In This Packet:

Program Abstract

Career Guidance Plan

K-5 Status Report Forms and Elementary Teachers Summary

~~Career Development Forms~~

Educational and Career Development Plan Profile

* Booklets

PERSPECTIVES

Letter to Parents on Vocational Programs

Bilingual Letter

Vocational Classes and Job Placement Brochures

Guidance Placement Project

Choices Program

Counseling Curriculum

* Booklets for Grades 6,7,8,9,10

PROGRAM ABSTRACT

I. **Program Name:** Farmington Public Schools Career Development Program

II. **Operational Climate:**
Programs should have been operational more than one year.

A. **List the years of operation:** 1980 - present

B. **Location:** 3 High Schools, 4 Middle Schools and
11 Elementaries in Farmington, Michigan

C. **Type of Organization/Institution**(Comprehensive school, area center, community-based organization, prison, etc.:

Comprehensive School District

D. **Contact Person** (Complete name, address, title, and telephone number and the person responsible for the program):

Charlene Parrott, Career Development Coordinator
Farmington Public Schools
29995 West Twelve Mile Road
Farmington Hills, MI 48018 313-~~477-3318~~ 489-3486

III. **Program Description, including:**

A. **Populations served:** Program is designed to reach all K-12 students in 18 buildings. In addition Job Placement serves young adults to age 25.

B. **Outcomes fostered and degree of articulation:**

Outcomes expected are that students will develop and implement a realistic career plan, assess their own interests and abilities, learn a decision-making process, become aware of a wide variety of careers and how to research career information, learn a decision-making process and use it to make career choices, set goals and plan steps necessary to achieve them, fill out job applications, prepare resumes and learn job search and interviewing skills. Co-op, work study, and high school apprenticeship programs are available to aid in the transition from education and training to work. Job placement services are available to all students up to age 25.

There is program articulation from K-12, with academic and vocational teachers, counselors, administrators, and Oakland Community College.

Individual student career development forms are completed after activities in Grades 6-10, checked and filed in their permanent records. The percentage of forms returned is recorded. In K-5 teachers submit the objectives completed in their classrooms during the school year.

C. Extra-institutional resources used:

Each year over 250 parents and persons from business and persons from business and industry speak to students at all grade levels about their careers in classrooms or on field trips. An additional 50 community persons serve on vocational advisory committees. Two or three middle and elementary schools have Career Days each year.

A Math, Science, Computer Related Careers Seminar for Young Women has been sponsored with the Gifted Department and the American Association of University Women, Farmington Branch, for the past two years.

Business education partnerships are in operation with Jervis B. Webb, SAGE, and the YMCA.

The Boy Scout Career Survey has been used in all of the secondary schools.

D. Methods and techniques used for delivery, evaluation, and renewal:

Our program uses a variety of individual and group activities for self awareness, career awareness, decision making, career planning and placement in grades K-12. It is an ongoing program as career development objectives have been approved as part of the curriculum. New teachers are oriented to these objectives and activities. Objectives for Grades 6-12 are evaluated and revised bi-yearly. Counselors have also included career development objectives in their curriculum. Career center paraprofessionals are trained to assist teachers in achieving these objectives. New concepts are piloted before changes are made across the district.

Many of our counselors have participated in Educators in Industry programs. MOIS is used from Grades 6-12 to acquaint students with the labor market and educational requirements. A local newsletter, PERSPECTIVES, keeps the staff aware of the current and future job market. Teachers are encouraged to take their students on field trips. Farmington participates in the high school apprenticeship program.

E. Methods and techniques used to ensure equity:

The program is designed to reach every student. Basic materials have been purchased to assist special needs students with career information. MOIS career information is explored with individual help for the slower learner. Special Education personnel assist with additional career planning for certified students. A slide presentation on vocational programs is given to 8th and 10th graders. Letters are sent to the homes of 8-10th graders about vocational programs. Arabic and Albanian translations are sent to these bilingual homes.

Counselors record the results of career planning discussion with academically disadvantaged students. Students are encouraged to consider all careers and not limit themselves to traditional choices. A workshop was sponsored for counselors on how to eliminate bias and encourage minority representation in vocational classes. Also note career seminar for women mentioned previously.

F. Efforts to be understood;I.E., experience and information gained from the program and how used:

Presentations on the Career Development Program have been made to the Board of Education, administrators, teachers, curriculum committee through the years of operation. All of these groups receive up-to-date information on the program in a locally developed career development newsletter, PERSPECTIVES. As curricula objectives are currently being rewritten, career objectives are being included in each subject area and at all grade levels.

G. PROGRAM OUTCOMES/RESULTS: (What gains demonstrated by clients or participants; what events have occured; etc.):

Each year elementary teachers have turned in checklists of objectives completed in their classroom, good materials and activi ties used. Students in grades 6-10 fill in career development sheets after activities have been completed. They are filed in students' permanent records. Base data was collected in 1983 by giving 9th graders the CDI. This inventory has not yet been given again. The response from students and most parents has been positive. On survey forms, parents and recent graduates say they want more career guidance.

H. **COST-EFFECTIVENESS:** **(approximate institutional cost per individual served, including salaries and overhead, and the present and future sources of funds used to cover costs).**

The cost per student in 1986-87 was $3.84 for 10,708 students. The program is funded locally at present. In the early years there were small incentive grants of about $2000 which did get programs started. We had one funded Career Center project for three years. This led to the present 7 Career Centers. For two years we have participated in a Guidance/Placement project through the county and state, which provides $4279 this year. Each building receives $100 or $150 for career supplies each year.

I. **REPLICATION** **(Identify other settings where it is believed the program could be equally effective; dissemenation strategies being used; and any sites already using the program as a resource for improving their own):**

This program could be equally effective in any district with administrative support, counselor and teacher interest, a small budget, a career development steering committee (with a representative from each building) and some coordination time.

After our program was discussed in the current MOIS Application Manual and Ken Hoyt's Memo, many packets of our materials have been sent to districts, which requested them, in Michigan and throughout the U.S. Several schools in [illegible]land County use parts of our program. The booklets could easily be used by anyone.

J. **Describe briefly the overall program:**

Farmington has a comprehensive K-12 developmental career program designed to reach every student at every grade level. It concentrates on self and career awareness, decision making, career planning and exploration, and employability skills. In K-5 each teacher chooses or develops the activities for the local Career Development objectives. (There is a 191 page notebook of elementary activities, developed locally, which can be referenced.) In Grades 6-10 there are specific activities led by English, Home Economics and Government teachers, counselors, or Career Center paraprofessionals. (See Career Guidance Plan attached.) Booklets have been written by our teachers (and printed by our vocational students) to complete these objectives. All teachers are supplied with career information through PERSPECTIVES and Career Centers. Each secondary school has a Career Center with MOIS and other materials available. At the high schools MOIS is also on computer. Co-op, work study and high school apprenticeship programs are available. The Job Placement Office serves all students and young adults up to age 25. Many career speakers, field trips and career days are featured.

IV **PROGRAM ARTICULATION AND COLLBORATION:** **(Describe briefly articulation amoung educational levels and collboration with other programs to expand and/or improve the programs.**

A Career Development Steering Committee, with a representative from each of the 18 buildings in the district, is the group which keeps the program in operation along with the Director of Vocational and Career Education and the Career Development Coordinator. When this Committee meets they learn what is happening at all grade levels. The career development newsletter, PERSPECTIVES, also publicizes activities from the entire district. Teachers from every department are involved in imparting career information to students. With the frequent evaluation and revision of the booklets there is [illegible]stant effort made to solicit ideas to improve the program. The Guidance Placement project was designed to increase collaboration with Oakland Community College. Vocational advisory committees meet yearly and recommend curriculum changes to improve the job readiness of high school students and graduates as well as suggesting the updating of equipment and current industry practices.

FARMINGTON PUBLIC SCHOOLS

STATEMENT ASSURANCE OF COMPLIANCE WITH FEDERAL AND STATE LAW

(Name of Applicant)

The applicant hereby certifies that the nominated program is in compliance with all federal and state laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education and the State Office/Department of Education. It is the policy of this organization that no person, on the basis of race, color, religion, national origin, or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of or otherwise by subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. or the State Office/Department of Education.

(Signature)____________________
SUPERINTENDENT

(Title)____________________

(Date) [illegible]

CAREER GUIDANCE PLAN
Farmington Public Schools, Farmington, Michigan
(October 1987)

Grade	The student will:	RESPONSIBILITY OF:
6	Fill out an interest survey and discuss interests which could lead to a job.	Teachers
	Be introduced to MOIS. Briefly explore two or three jobs on MOIS.	Counselors/Teachers & Media Specialists
	Discuss job values, worker traits and work attitudes.	Counselors/Teachers
	Describe two areas of your classroom studies which would contribute to knowledge used in an occupation in which the student is interested.	Teachers
	Describe two ways besides college that a person can continue education beyond high school.	Teachers
	Interview parents or other adults about their jobs and report to the class. (Find out duties, education or training required.)	Teachers
	Hear speakers in the classroom about jobs.	Teachers
	Complete the 6th grade Career Development form.	
7	Learn a decision making process.	Home Ec Teachers
	Become aware of a wide variety of careers, including non-traditional careers, and where to find career information.	Content Teachers
	Write or give an oral career report on her or his tentative career choice.	English Teachers
	Learn vocabulary in preparation for the DAT - CPQ.	English Teachers
8	Review vocabulary for DAT - CPQ. (Week before the test.)	English Teachers
	Take DAT & CPQ - Interpretation will include discussion of abilities, interests and realistic career choices.	Counselors
	Fill out a job application and participate in a job interview. Learn how to apply for a work permit. Write a thank you letter for the interview.	English Teachers
	Become aware of high school vocational classes.	Vocational Office
	Plan high school courses considering career interests and education planned. List a marketable skill she or he will have upon graduation from high school.	Counselors
	Complete the 8th grade Career Development form.	English Teachers & Counselors

(over)

CAREER GUIDANCE PLAN

Farmington Public Schools, Farmington, Michigan
(October 1987)

Grade	The student will:	RESPONSIBILITY OF:
9	Participate in a discussion of values, life styles, economic and social value of work.	Counselors
	Orient 9th grade students to Career & Counseling Centers.	Counselors
	Briefly research one career and learn several sources of career information. (To be individually scheduled by paraprofessionals.)	Counselors/Career Center Paraprofessionals
	List tentative career goal and steps necessary to obtain it, during individual interview.	Counselors
10	Take IDEAS interest inventory. (in English classes)	Counselors
	Discuss how her/his own values, interests and abilities are relevant to his/her tentative career choice. Become aware of the District's Job Placement Center.	Counselors
	Fill out a job application form and develop a resume. Write a cover letter to go with a resume.	English Teachers
	Learn about local and SWOVEC vocational classes.	Co-op Coordinators & SWOVEC Counselors
	Take optional tests - GATB, Hester, ASVAB.	
11	Recheck career plan to see if courses are being taken to reach goal.	Counselors
	Discuss alternative career plans.	Counselors
	Obtain marketable skills.	
	Take optional tests - PSAT, SAT, ACT, ASVAB, JETS, AP.	
12	Participate in 2 or 3 period update on filling out applications and job interviews in Government classes.	Teachers and/or Counselors
	List job or educational placement.	Counselors
	Obtain marketable skills.	
	Take optional tests - SAT, ACT, SDS, Harrington O'Shea, AP	

••••••••••••••••••••••••

All high school teachers are encouraged to have at least one career speaker in each class during the year.	Check with Career Center Paraprofessional if help is needed.

ESSENTIAL K-3 CAREER DEVELOPMENT OBJECTIVES

These are the essential career development objectives recommended by the career development steering committee. The "T" next to the objective relates to a MEAP test question. Please attempt to infuse these objectives into your weekly lesson plans.

OBJECTIVES T = MEAP TEST QUESTION OBJECTIVE	ACTIVITIES AND MATERIALS USED COMMENTS
I. SELF-AWARENESS (WHO AM I NOW?) A. WHAT KIND OF PERSON AM I? The student will: 1. See self as an unique person with certain special qualities. 2. List things he or she likes about her/himself. 3. Tell what she/he does well at school, home and play. 4. State preferences for type of school, play and work activities. T5. Identify some things he/she can do now that she/he could not do a year ago.	
B. WHAT KIND OF PERSON DO I WANT TO BECOME? T1. Name some things about her/himself that she/he would like to improve. 2. Describe someone he/she admires and desires to become like. T3. Identify attitudes, work, and attendance habits important to school and adult life.	
C. HOW DO I RELATE TO OTHERS? T1. Identify behaviors that enable one to get along with others and relate to self. T2. Identify behaviors that create problems in relationships and relate to self.	
II. CAREER AWARENESS (WHAT CAN I BECOME?) D. WHAT HAVE I LEARNED ABOUT DIFFERENT JOBS? T1. Identify tasks performed by people on a variety of jobs. T2. Identify where people perform these jobs.	

OBJECTIVES **T = MEAP TEST QUESTION OBJECTIVE**	**ACTIVITIES AND MATERIALS USED** **COMMENTS**
II. CAREER AWARENESS (WHAT CAN I BECOME?) (CONT.) E. WHAT ARE ROLES THAT MEN AND WOMEN CAN HAVE? The student will: T1. Examine traditional and non-traditional roles for men and women at work, in the home, community and leisure settings.	
F. WHAT RESPONSIBILITIES DO PEOPLE HAVE TO THEMSELVES AND TO OTHERS? 1. Identify skills needed to perform his/her jobs at home and at school. T2. Describe consequences when these jobs are or are not performed. 3. Name some responsibilities that parents have at home and describe consequences that could result when adults do or do not meet these responsibilities.	
G. WHAT HAVE I DONE TO LEARN ABOUT JOBS? T1. Name a variety of career exploration activities in which he/she has participated. (e.g., field trips, guest speakers, visits to parents' workplaces, AV presentations, classroom simulations, roleplaying, etc.)	
III. CAREER DECISION-MAKING (HOW DO I DECIDE WHAT TO BECOME? H. WHAT ARE SOME DECISIONS THAT I AM CAPABLE OF MAKING? T1. Recognize a variety of decisions she/he makes on her/his own at home, school, with friends.	
I. WHAT RESPONSIBILITIES GO WITH THE DECISIONS I MAKE? T1. Identify responsibilities and consequences that accompany a variety of decisions. 2. Describe how to make an important decision and identify people who could help with the decision.	
IV. CAREER PLANNING AND PLACEMENT (HOW DO I GET THERE?) J. WHAT IS A GOAL I HAVE FOR MYSELF AND WHAT ARE THE STEPS I CAN TAKE TO REACH THAT GOAL? T1. Name a goal she/he has for him/herself. 2. Describe steps to reach that goal.	

FARMINGTON PUBLIC SCHOOLS

GRADE 4-5

ESSENTIAL 4-5 CAREER DEVELOPMENT OBJECTIVES

These are the essential career development objectives recommended by the career development steering committee. The "T" next to the objective relates to a MEAP test question. Please attempt to infuse these objectives into your weekly lesson plans.

OBJECTIVES T= MEAP TEST QUESTION OBJECTIVE	ACTIVITIES AND MATERIALS USED COMMENTS
I. SELF-AWARENESS (WHO AM I NOW) A. WHAT KIND OF A PERSON AM I? The student will: 1. See self as a unique person with certain special qualities, personal assets, and strengths in school, home, at play and at work. 2. Identify preference for types of school, play, work activities. 3. Identify personal values she/he holds. 4. Identify characteristics that describe the kind of person she/he is. 5. Describe and evaluate how she/he responds to different situations.	
B. WHAT KIND OF PERSON DO I WANT TO BECOME? 1. Formulate things about self that he/she would like to improve. 2. Specify qualities and behaviors of people whom she/he admires and desires to become like. T3. Examine those attitudes and attendance and work habits that enable one to succeed and determine what she/he will do to attain these traits and how they will carry over to the world of work.	
C. HOW DO I RELATE TO OTHERS? T1. Identify behaviors that enable one to get along with others and indicate which of these characterize him/her. T2. Identify behaviors that create problems in relationships and identify improvements she/he can make in him/herself. 3. Evaluate her/his strengths and weaknesses in relating to others.	

OBJECTIVES **T = MEAP TEST QUESTION OBJECTIVE**	**ACTIVITIES AND MATERIALS USED** **COMMENTS**
II. CAREER AWARENESS AND EXPLORATION(WHAT CAN I BECOME) A. WHAT HAVE I LEARNED ABOUT DIFFERENT OCCUPATIONS? The student will: 1. Know how occupations can be clustered to show how different kinds of jobs relate. T2. Identify tasks performed by people in a variety of occupations. T3 Identify tools and skills needed by people in a variety of occupations. 4. Identify rewards of a variety of occupations (e.g., salary, benefits, personal satisfaction.) T5. Identify other occupations in the same career field.	
B. WHAT ARE THE ROLES THAT MEN AND WOMEN CAN HAVE? T1 Examine non-traditional as well as traditional roles that men and women have in home, work, community and leisure settings.	
C. WHAT RESPONSIBILITIES DO PEOPLE HAVE? 1. Identify the responsibilities she/he holds in school, to her/his family, to friends, and to her/himself. 2. Describe what the consequences could be when these responsibilities are or are not met. 3. Identify the responsibilities that adults have at home, on their jobs, to their families, to their friends, and to themselves. 4. Describe what the consequences could be when adults do or do not meet these responsibilities.	
D. WHAT HAVE I DONE TO EXPLORE OCCUPATIONS? T1 Name a variety of career exploration activities in which she/he has participated (e.g., field trips, guest speakers, visits to parents' workplaces, AV presentations, classroom simulations, roleplaying, job shadowing, interviews with workers, etc.)	
E. HOW CAN I LEARN MORE ABOUT CAREERS? T1 Identify people who can help her/him learn about careers. 2. Explain what career information can be obtained from the resources within the school. T3. Identify other sources of career information that are available (e.g., books, movies, career pamphlets, etc.)	

OBJECTIVES **T = MEAP TEST QUESTION OBJECTIVE**	**ACTIVITIES AND MATERIALS USED** **COMMENTS**
III. CAREER DECISION-MAKING (HOW DO I DECIDE WHAT TO BECOME CAREER PLANNING AND HOW DO I GET THERE?) A. WHAT ARE SOME DECISIONS THAT I AM CAPABLE OF MAKING? The student will: T1. Recognize a variety of decisions she/he makes on her/his own at home, in school, and with friends.	
B. WHAT RESPONSIBILITIES GO WITH THE DECISIONS I MAKE? T1. For a variety of decisions, identify responsibilities that accompany the decision and describe the consequences when these responsibilities are not met.	
C. IF I HAD AN IMPORTANT DECISION TO MAKE FOR MYSELF, HOW SHOULD I DO IT? T1. Indicate important factors to consider in making the decision (including personal and external factors.) 2. Examine factors that tend to influence decision-making which limits one's options (e.g., emotions, sex, and racial bias, family or peer pressures, etc.) 3. Describe how to find out more information important to the decision and identify people who could help with the decision.	
D. HOW DO I HELP MYSELF SOLVE A PROBLEM? T1. Identify the problem clearly. 2. Identify people who could help with the problem. T3. Describe a plan to solve the problem and identify alternative ways to solve the problem.	
E. WHAT IS A GOAL I HAVE FOR MYSELF AND WHAT ARE THE STEPS I CAN TAKE TO REACH THAT GOAL? 1. Name a goal she/he has for her/himself. 2. Identify factors that influence the achievement of the goal. 3. Outline a plan to reach the goal. 4. Estimate the time required to complete the plan.	
F. WHAT COURSES DO I PLAN TO TAKE IN MIDDLE SCHOOL TO LEARN MORE ABOUT MY STRENGTHS AND INTERESTS? 1. Identify middle school courses and activities most important in helping her/him learn more about her/his strengths and interests.	

E. Baumunk
1-15-85

MEMO

TO: Elementary Teachers

FROM: Earl Baumunk and Corky Parrott

RE: You Keep Doing a Better and Better Job of Infusing Career Development!

DATE: September 1, 1987

We would like to convey again how impressed we are with your career development activities. We keep telling you this, but unless you could read through all of the forms you probably would not realize how sincere this praise is.

There were so many new ideas, and you are still continuing the effective activities. The activities are more and more infused in the subject matter, particularly in Social Studies, Science, Reading, Creative Writing, and Art. This has been the goal from the beginning of the program. Thank you for taking the time to share your ideas.

For the benefit of new teachers, some of the most mentioned activities were:

- Career speakers in classrooms, using your students' parents.
- Discussing careers, duties of the job, skills and education needed for specific careers whenever the subject matter and current events make it appropriate.
- Booklets - Me Books, I Am Special, Kids Can, Hat Shapes of Occupations, A Friend Is...(paperdoll foldout books), autobiographies, class yearbooks, Manners Can Be Fun, Image, Time Capsule, Careers..
- Bulletin Boards - Child of the Week, VIP of the Week, Getting to Know You, Meet Our Parents.
- Career Day, Hat Day, Grandparents Day - 1 classroom or entire school.
- Interviewed parents, grandparents or neighbors about their jobs, and reported to the class.
- Creative writing and role playing.
- Discussions and projects to promote good work habits and effective time management.
- Positive reward systems using beads, certificates, stickers, Good Work Passes, and of course, verbal praise. Behavior contracts.
- More individual goal setting on a daily, weekly, monthly, or marking period basis. Class goals, too.

More ideas from your sheets:

K-3 Self Awareness

- How I Relate to Others - School social worker or psychologist came into classroom for several group discussions.
- Put-Up Book - Each child is featured on one page of a class book. Three positive statements are included about each child's strengths.
- Game - Child names "attribute" he/she has. Anyone who does not share that attribute sits down. Child continues until she/he is the only one standing.
- After recess made a list of three good things which had happened on the playground.
- Page in student "yearbook" on Things I Learned to Do This Year.

K-3 Self Awareness (continued)

- Time capsule inventory sheet for each child.
- Made cut-out figures of self and friend and pasted hands together and told why you like your friend.
- Compared work at beginning and end of year and discussed growth.
- Who's Who in America's Kindergartens (More about this in October PERSPECTIVES).
- Baby and current picture of each child displayed at Open House.
- Good Deed box. Notes put in a box naming something nice someone has done for "me" and read once a week.
- Self portraits at beginning and end of school year.
- Study of health and emotions as related to career choices - Michigan Model for Health Education.
- Creative writing or journal starters - I am a special friend because...; I like myself because...; What I have learned this year...; If I chewed magic gum, what would it help me do...; Me poems; Pen Pal project; journals.
- "Mirror pictures" - Melted crayon on foil depicting self now and in the future.
- Art projects on feelings or moods, All About Me collage.
- Made Helping Hands charts.
- Patchwork quilt pictures (paper) of what kids care about, i.e., family, school, flag, etc.
- Silhouette with words and pictures representing self.
- Name banner of positive traits.
- Trace human form of self. Class suggests what to write for each person, i.e., Jay loves to skate, so "loves to skate" is written on feet, etc.

K-3 Career Awareness

- Assembly line to make peanut butter and jelly sandwiches.
- Mobile - What I Would Like To Be, with rainbow (symbolizing their dreams) and a picture of their favorite future self hanging from it. Rainbow of Good Feelings.
- Wore or drew uniforms and tools of an occupation.
- Dressed paperdoll snowmen in different career outfits.
- Made clothespin magnet career persons.
- Bulletin Boards - Categorized names or pictures of jobs under Land, Sea or Air. Jobs Above or Below the Ground.
- Special Days in the Classroom - Hobby Shops Day, Hat Day, Grandparents Day.
- Built model cities incorporating different jobs and workplaces. Videotaped each student acting as president of the Chamber of Commerce convincing a company to move to their city.
- How jobs have changed and equipment used in sequicentennial activities.
- Career book report.
- Careers - accordion style booklet (Outstanding project - more about this in October PERSPECTIVES).
- Organized time and materials related to classroom responsibilities by keeping weekly assignment cards and simple filing of assigned and completed work papers.
- Made coupons for Mother's and Father's Day to do jobs at home.
- Wrote and illustrated When I Grow Up I Want To Be...But I might change my mind!
- Reports to class on what job Dad, Mom or grandparent has and what they had to know to do their jobs, i.e., reading, writing, math, etc.
- Creative writing - How I help at home. Journal starters related to career development objectives.

K-3 Decision Making and Goal Setting

- Put goals for self in jar in January. Reread them at year's end.
- One week perfect attendance award for class from the principal.
- Used beads as a classroom monetary system. They had to learn to take care of and make decisions about spending this "money."
- Learning "stations" around room (decision making).
- "I have a dream" activities on M. L. King birthday.
- Child lists what she/he will be able to do in one year, 10 years and 20 years.

4-5 Self Awareness

- Wrote "Dear Abby" letters to a high school class. Responses were discussed.
- Alphabetize adjective lists which describe self.
- Discuss heredity and environment for self awareness.
- Do a composite of the "ideal" personality.
- Make autobiographical collages.
- Bulletin board - "Meet ______________." Each child is featured for one or two weeks.
- Journals were listed extensively.
- Creatuve writing topics - How I am unique and what are my strengths, followed by What I Can Be, Who I Admire and Why. If I Were In Your Shoes (on a person they admire).
- Children can write a note to the teacher if they have a problem. After talking to the child, it is discussed by the class, if appropriate, and child agrees.

4-5 Career Awareness, Decision Making, Goal Setting

- Parent Pizazz Participant program brought many parents into one classroom for career and hobby presentations.
- Bulletin board - Meet Our Parents, put up after interviewing parents about jobs and interests.
- Family trees, including ancestors' careers.
- Mini-Society in classroom (8 weeks), classroom "city," set up business in classroom, newspaper, restaurant.
- Alphabetize list of careers.
- Made "thumbprint characters" dressed for a job or career.
- Reports on job descriptions.
- Write about most and least favorite occupations and why.
- Hat Day in classroom.
- Peer Pressure Reversal class with students and a separate class for parents. Teachers decision making skills.
- Goal setting sheet is done for each marking period which includes the goal, plan of action to reach the goal, how well I accomplished my goal.
- MEAP career development videotaped test was used for problem solving and relationships discussion.

If you want more information on any of these projects, please call Corky, and she will give you the name of the teacher who has suggested it. 477-3318 or 471-6354 or Centrex 354.

ds
Attachment

Materials which were often mentioned are:

- BABES Program
- Charlie Brown's Career Education kit
- Disney's Beginning Career Adventures, K-3
- Lollipop Dragon, World of Work, K-3
- Farmington Career Education Activities Notebook (check with your Principal if you do not have one)
- Textbooks from Science, Social Science, and Reading
- Weekly Reader - Buddy Bear and Citizenship Section

The following materials were recommended on forms:

K-3 Materials

- "The Best Thing About School Is..." - book
- Community Helper posters from TREND
- Community Workers - filmstrips
- Firefly Named Torchy - film
- Free to Be You and Me - film
- Families and Neighborhoods - Chapter 2
- Getting Along In School - filmstrip series
- Going to School is Your Job - film
- He Bear, She Bear - story
- Horton Hatches the Egg
- I Am Special - film
- I Can Make Choices - filmstrip
- The Joy of Being You - filmstrip
- Lollipop Dragon, World of Work
- Magic Pony - film on self esteem
- The Me I'm Learning to Be - ditto book
- Mothers Can Do Anything - book by Joe Lasher
- My Mommy Works - book
- Peabody Picture Cards
- People Are Alike and Different - film
- Primarily Me - 36 worksheets by Irene Hubbard
- Problem Solving Cards
- Shiver, Gobble and Snore - story about a kingdom without rules
- Ugly Duckling - film
- Values, Being Friends - film
- Walt Disney - Learning About Me, Working at Home, Working at School, Learning at Play, A World of Choices, Everyone's a Worker
- When I Grow Up - film
- Why People Have Special Jobs - film
- Work Around the World
- The Workers of Tumtum, Trading Jobs in Tumtum
- World of Work - activity books (2nd grade)

4-5 Materials

- Different and Alike - book
- Girl Scout Career Cards
- New Kid on the Street - story from reading book
- People Who Work With Computers Must Be Accurate - movie
- Reading About Work - kit
- What Could I Be - SRA booklets
- What Do You Do - filmstrip K170W

K-3 Field Trips

- Big Boy Main Kitchen (Sterling Heights)
- Domino Pizza
- Eastern Market
- Farm
- Ford Museum
- Greenfield Village
- High school vocational classes
- Kensington Park
- Newspaper Printing Plant
- Planetarium
- Plymouth Historical Museum
- Post Office
- Science Center
- Silverman's
- Southwest Oakland Vocational Education Center

4-5 Field Trips

- City Hall
- Detroit Institute of Art
- Middle School Visit
- Pottery Shop
- Presented Musical to Nursing Home
- Stables

FARMINGTON PUBLIC SCHOOLS EDUCATIONAL & CAREER DEVELOPMENT PLAN

Name ____________________

Birth Date __________ SS # __________

I D E A S Percentiles - 10th Grade

Realistic			Investigative		Artistic		Social			Enterprising		Conventional	
Mechanical/ Fixing	Electronics	Nature/ Outdoors	Science	Numbers	Writing	Arts/ Crafts	Social Service	Child Care	Medical Service	Business	Sales	Office Practices	Food Service
MEC	ELE	NAT	SCI	NUM	WRI	ART	SOC	CHI	MED	BUS	SAL	OFF	FOO

ADDITIONAL SURVEY/TEST INFORMATION

____

____

OCCUPATIONAL SKILL/SKILLS YOU WILL HAVE UPON GRADUATION FROM HIGH SCHOOL.

____

DIFFERENTIAL APTITUDE TESTS 8th Grade

DATE	Verbal Reasoning	Numerical Ability	VR + NA	Abstract Reasoning	Clerical Sp & Acc	Mechanical Reasoning	Space Relations	Spelling	Language Usage
Raw Score Percentile									

MOIS CAREER SUGGESTIONS - 9th Grade

1. __________ 2. __________

Grade ______ Date ______

STUDENT'S CAREER CHOICES

____

APPROPRIATE COURSES
TO ACHIEVE CAREER CHOICES

1. __________ __________
2. __________ __________
3. __________ __________
4. __________ __________
5. __________ __________
6. __________ __________

Credits to date ______

Estimated G.P.A. & Class Rank:

WORK/VOLUNTEER EXPERIENCE

____

POST HIGH SCHOOL PLANS

____

COMMENTS

____

Counselor Signature Date

Student Signature

Grade ______ Date ______

STUDENT'S CAREER CHOICES

____

APPROPRIATE COURSES
TO ACHIEVE CAREER CHOICES

1. __________ __________
2. __________ __________
3. __________ __________
4. __________ __________
5. __________ __________
6. __________ __________

Credits to date ______

______ ______

WORK/VOLUNTEER EXPERIENCE

____

POST HIGH SCHOOL PLANS

____

COMMENTS

____

Counselor Signature Date

Student Signature

Grade ______ Date ______

STUDENT'S CAREER CHOICES

____

APPROPRIATE COURSES
TO ACHIEVE CAREER CHOICES

1. __________ __________
2. __________ __________
3. __________ __________
4. __________ __________
5. __________ __________
6. __________ __________

Credits to date ______

______ ______

WORK/VOLUNTEER EXPERIENCE

____

POST HIGH SCHOOL PLANS

____

COMMENTS

____

Counselor Signature Date

Student Signature

Grade ______ Date ______

STUDENT'S CAREER CHOICES

____

APPROPRIATE COURSES
TO ACHIEVE CAREER CHOICES

1. __________ __________
2. __________ __________
3. __________ __________
4. __________ __________
5. __________ __________
6. __________ __________

Credits to date ______

______ ______

WORK/VOLUNTEER EXPERIENCE

____

POST HIGH SCHOOL PLANS

____

COMMENTS

____

Counselor Signature Date

Student Signature

A PEEK INTO YOUR FUTURE

Farmington Public Schools
Career Education
Sixth Grade

POLICY STATEMENT

It is the policy of the Farmington Public School District that no person shall, on the basis of race, creed, color, national origin, sex, marital status, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity including employment.

****

This booklet was compiled and edited by

JANET WEBER
Career Center Paraprofessional

CHARLENE PARROTT
Career Education Coordinator

EARL BAUMUNK
Director of Vocational and Career Education

FARMINGTON PUBLIC SCHOOLS
FARMINGTON, MICHIGAN
JUNE 1984
Revised JUNE 1985
Reprinted JUNE 1987

Production Designer and Typist - Dolores Shevlin

WHAT ARE YOU GOING TO BE WHEN YOU GROW UP?

How many times have you been asked that question? Even though you don't have to decide on a career for a few years, it is good to start exploring a variety of careers now. You will probably change your mind about a career several times before you graduate and possibly change jobs several more times as an adult. So why should you explore jobs now. It has been proven that the more jobs you know about, the easier it is to make the career choice best suited to you.

How do you decide on what you will do in the future?

For each job you think about now and in the next few years, you should:

1. Consider how your own interests, abilities and values fit into that job.
2. Learn the actual duties of that job. (Is that what you thought you would do in that job? Is that the kind of work you might want to do?)
3. Learn how to prepare for that job. What training or education would you need? (Decide which classes you can take in middle and high school that would help you prepare for that job.)

During the next few days you will have an opportunity to explore some jobs. You will answer some questions and make some choices about your interests, values and abilities. Then you will discover some jobs that fit your personal traits and learn about those jobs using the Michigan Occupational Information System (MOIS) in the Career Center. MOIS will continue to be available to you during middle and high school to use whenever you want information about careers.

The next steps will be to learn other ways to get information about careers, hear guest speakers, interview someone you know about his/her job, and talk about all the different ways you can prepare for careers.

You can begin right now to TAKE A PEEK INTO YOUR FUTURE!

WHAT DO YOU LIKE TO DO MOST?

Below you will find a list of things to do in groups of three or four. Decide which one of the activities in each group you would like to do the most. Beside this activity, put an X in the box headed M for most.

Pretend you can do all the things listed, even those that need special training.

M

1. a) Repair cars ( )
   b) Design new cars ( )
   c) Sell cars ( )
   d) Sing in a car commercial ( )

2. a) Discover a cure for a disease ( )
   b) Write an article about a disease ( )
   c) Help someone overcome a handicap ( )

3. a) Work at a telephone switchboard ( )
   b) Repair telephone lines ( )
   c) Install telephones in homes ( )

4. a) Visit a big tobacco farm ( )
   b) Visit a newspaper office ( )
   c) Visit an airplane factory ( )

5. a) Draw a picture of a dog ( )
   b) Build a doghouse ( )
   c) Write a story about a dog ( )
   d) Make up a song about a dog ( )

6. a) Plan a school dance ( )
   b) Collect money for tickets at the door ( )
   c) Decorate the dance hall ( )
   d) Play in the band at the dance ( )

7. a) Sort mail in the post office ( )
   b) Grow vegetables ( )
   c) Care for old people ( )

8. a) Conduct a meeting ( )
   b) Keep track of dues and expenses ( )
   c) Write what happens at a meeting ( )

M

9. a) Teach a child how to swim ( )
   b) Fix a toy for a child ( )
   c) Explain electricity to a child ( )

10. a) Work in an office ( )
    b) Work on a ranch ( )
    c) Sell insurance around the country ( )

11. a) Manage a political campaign ( )
    b) Design campaign posters ( )
    c) Answer the phone at headquarters ( )
    d) Sing campaign songs on radio ( )

12. a) Wait on people in a store ( )
    b) Sell from door to door ( )
    c) Write advertisements ( )

13. a) Prepare pay checks in an office ( )
    b) Repair office equipment ( )
    c) Interview people for work ( )

14. a) Write a play ( )
    b) Direct a play ( )
    c) Paint scenery for a play ( )
    d) Dance and sing in a play ( )

15. a) Do research on improving a product ( )
    b) Persuade people to use a new product ( )
    c) Figure out the cost of producing a product ( )

16. a) Teach first aid at a camp ( )
    b) Teach arts and crafts at a camp ( )
    c) Teach sports at a camp ( )
    d) Teach a musical instrument at a camp ( )

WHAT DO YOU LIKE TO DO MOST? (Cont'd)

M

17. a) Draw plans for houses ( )
    b) Help build houses ( )
    c) Sell houses ( )
    d) Sing real estate commercials ( )

18. a) Visit a chemical laboratory ( )
    b) Visit a weather station ( )
    c) Visit a large prison ( )

19. a) Write newspaper articles ( )
    b) Deliver newspapers by truck ( )
    c) Bill customers for newspapers ( )

20. a) Pilot an airliner ( )
    b) Make airline reservations ( )
    c) Sell airline services ( )

M

21. a) Repair factory machinery ( )
    b) Inspect factory products pricing ( )
    c) Check factory workers' health ( )

22. a) Create oil paintings ( )
    b) File catalogs about paintings ( )
    c) Take money for orders for paint ( )
    d) Play in a musical trio at an art gallery ( )

23. a) Experiment with animals ( )
    b) Teach a blind person to use a leader dog ( )
    c) Read animal stories ( )

24. a) Experiment with plants ( )
    b) Sell plants at a plant party ( )
    c) Take money for plants and ring up sale ( )

Scoring directions will be given to you by your teacher.

Mechanical Work ____________

Artistic & Musical Work ____________

Persuasive Work ____________

Scientific Work ____________

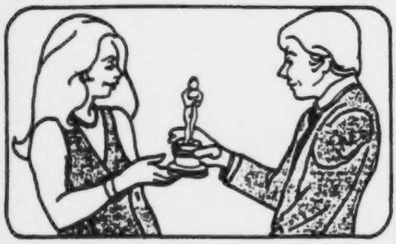
Social Service ____________ 8 Possible

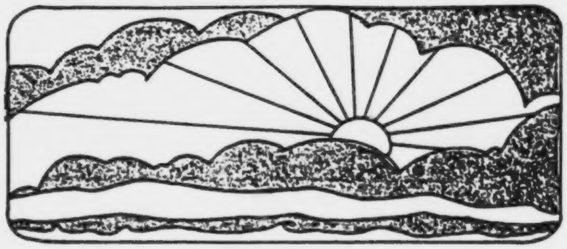
Clerical Work ____________

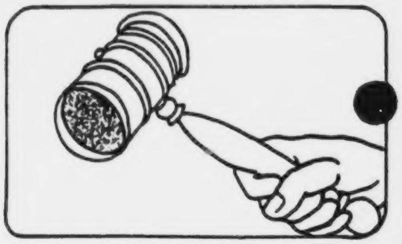
Computational Work ____________

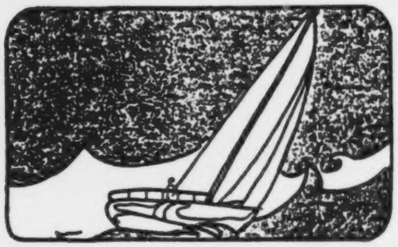
Out-of-Doors Work ____________

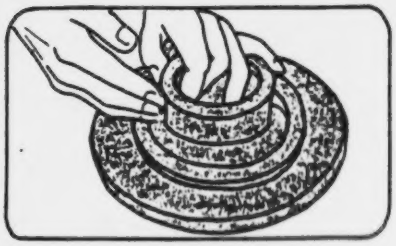
Literary Work ____________



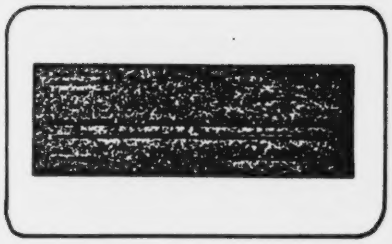


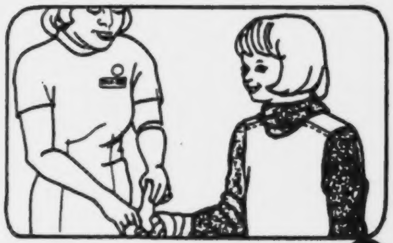






adventure
creativity
money
caring
power
beauty
fame





Unit 4

Values

WHAT do you value more—*money* or *beauty? Power* or *fame?* Maybe you never thought about this. But the way you feel about these values may affect your choice of jobs.

For example, if you value beauty more than money you might be willing to work for low pay—*so long as you could work in a beautiful place.* And if you value power more than money you might be willing to work for low pay—*so long as you could be the boss.*

Each of the drawings above stands for a certain value such as money, fame, or power. Draw a line from each drawing to the value you think it stands for. Then go back and circle three drawings that stand for the three values you think are most important to you.

After you do this exercise, go on and do the Values Inventory that follows on the next few pages. It will help you to check more closely which of the values listed above are most important to you.

(Reprinted with permission from Janus Job Planner by Wing Jew and Robert Tong, Janus Book Publishers, 1976.)

Values Inventory

Directions

Decide how important each item in the inventory is to you. Then:

1. Circle the **0** if your answer is **not important.**
   Circle the **3** if your answer is **not too important.**
   Circle the **5** if your answer is **not sure.**
   Circle the **7** if your answer is **fairly important.**
   Circle the **10** if your answer is **very important.**
2. Write the number that you circle in the box at the end of the row. For example, if you circle **5** for row **a,** then write **5** in the box. $\boxed{5}$
   Be sure to do this for every row.

1. How important to you is . . .?

	not important	not too important	not sure	fairly important	very important		
a. Having a lot of money	0	3	5	7	10	1a.	☐
b. Having a lot of thrills	0	3	5	7	10	1b.	☐
c. Being a little different from others	0	3	5	7	10	1c.	☐
d. Telling people what to do	0	3	5	7	10	1d.	☐
e. Helping old people	0	3	5	7	10	1e.	☐
f. Getting your picture in the newspaper	0	3	5	7	10	1f.	☐
g. Watching a beautiful sunset	0	3	5	7	10	1g.	☐

2. How important to you is . . .?

	not important	not too important	not sure	fairly important	very important		
a. Going shopping	0	3	5	7	10	2a.	☐
b. Being where there is lots of action	0	3	5	7	10	2b.	☐
c. Doing things in artistic ways	0	3	5	7	10	2c.	☐
d. Being a leader	0	3	5	7	10	2d.	☐
e. Helping new students feel welcome	0	3	5	7	10	2e.	☐
f. Having people talk about you	0	3	5	7	10	2f.	☐
g. Seeing paintings and works of art	0	3	5	7	10	2g.	☐

3. How important to you is . . .?

	not important	not too importan	not sure	fairly important	very important	
a. Buying things	0	3	5	7	10	3a. ☐
b. Doing things that others fear to do	0	3	5	7	10	3b. ☐
c. Decorating your own place	0	3	5	7	10	3c. ☐
d. Running things your way	0	3	5	7	10	3d. ☐
e. Making people happy	0	3	5	7	10	3e. ☐
f. Being noticed wherever you go	0	3	5	7	10	3f. ☐
g. Working in a beautiful place	0	3	5	7	10	3g. ☐

4. How important to you is . . .?

a. Having money in the bank	0	3	5	7	10	4a. ☐
b. Driving fast	0	3	5	7	10	4b. ☐
c. Expressing thoughts and feelings	0	3	5	7	10	4c. ☐
d. Having control over people	0	3	5	7	10	4d. ☐
e. Helping people solve problems	0	3	5	7	10	4e. ☐
f. Having people do things for you	0	3	5	7	10	4f. ☐
g. Listening to beautiful music	0	3	5	7	10	4g. ☐

5. How important to you is . . .?

a. Knowing how much things cost	0	3	5	7	10	5a. ☐
b. Seeing adventure shows	0	3	5	7	10	5b. ☐
c. Making things by hand	0	3	5	7	10	5c. ☐
d. Being the boss	0	3	5	7	10	5d. ☐
e. Helping to prevent fights	0	3	5	7	10	5e. ☐
f. Learning about famous people	0	3	5	7	10	5f. ☐
g. Living in a beautiful building	0	3	5	7	10	5g. ☐

6. How important to you is . . .?	not important	not too important	not sure	fairly important	very important		
a. Having rich friends	0	3	5	7	10	6a.	☐
b. Living a life full of adventure	0	3	5	7	10	6b.	☐
c. Finding new ways to do things	0	3	5	7	10	6c.	☐
d. Being the leader of a group	0	3	5	7	10	6d.	☐
e. Helping people in trouble	0	3	5	7	10	6e.	☐
f. Collecting pictures of famous people	0	3	5	7	10	6f.	☐
g. Seeing beautiful sights	0	3	5	7	10	6g.	☐

7. How important to you is . . .?							
a. Making a lot of money fast	0	3	5	7	10	7a.	☐
b. Having a job with lots of action	0	3	5	7	10	7b.	☐
c. Doing work that is creative	0	3	5	7	10	7c.	☐
d. Being able to hire and fire people	0	3	5	7	10	7d.	☐
e. Seeing that poor people get enough food	0	3	5	7	10	7e.	☐
f. Seeing your name in big letters	0	3	5	7	10	7f.	☐
g. Having pleasing colors in your house	0	3	5	7	10	7g.	☐

Score Your Values Inventory

You have been busy circling numbers to show how you feel about certain values. Now it is time to see what all this means. Here is what to do.

1. Look back at the numbers you wrote in the boxes on the inventory. Copy them in the boxes below. Be sure to write each number in the box that has the same number and letter as the box you are copying from.
2. After you have filled all the boxes, add the numbers across and write in the total at the end of the row. For example, your first row might look like this:

	1		2		3		4		5		6		7		
A	7	+	3	+	5	+	7	+	3	+	10	+	10	=	45

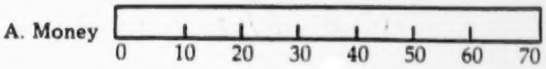
	1		2		3		4		5		6		7		
A		+		+		+		+		+		+		=	
B		+		+		+		+		+		+		=	
C		+		+		+		+		+		+		=	
D		+		+		+		+		+		+		=	
E		+		+		+		+		+		+		=	
F		+		+		+		+		+		+		=	
G		+		+		+		+		+		+		=	

3. After you write the total for each row, complete the graph on the next page.

Graph Your Values

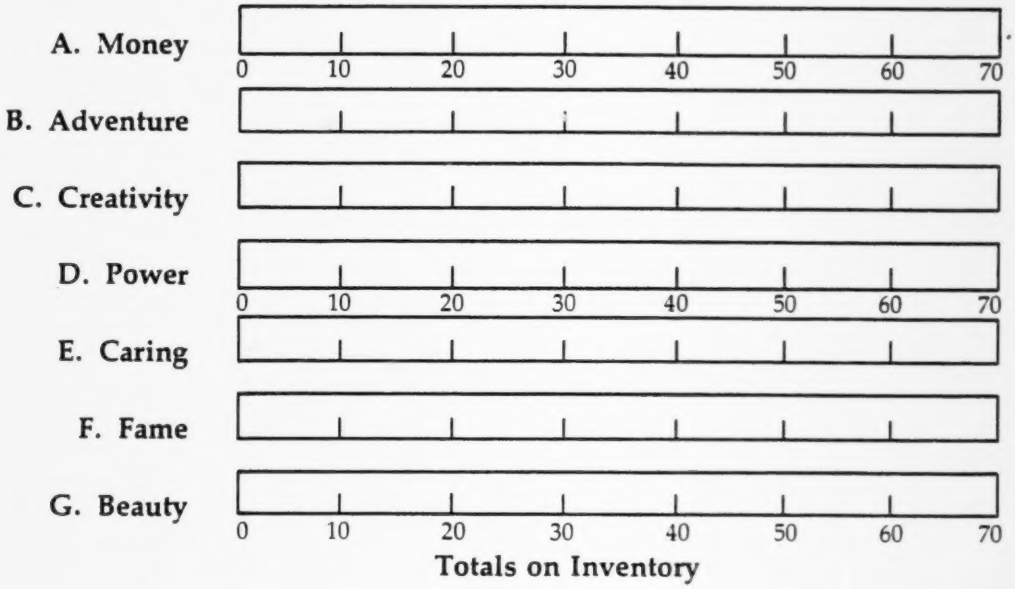
When you complete the graph it will show you which of the seven values on the inventory are most important to you. Here is what to do.

1. The bars of the graph are lettered the same as the rows of boxes on p. 31. Find bar A on the graph. Mark bar A so it shows the total you wrote at the end of row A on p. 31.
2. Darken the bar from 0 to the mark you made. For example, if your total for row A were 45, bar A on your graph would be like this.



3. Repeat steps 1 and 2 for each bar on the graph.

How I Rate Certain Values



Read Your Graph

Have you darkened all the bars on your graph so they show the totals you had on the inventory? If so, then you can now tell which of the values on the inventory seem to be most important to you.

Look for your three longest bars on the graph. Then list at right the value that is printed before each of those bars.

Longest ______________________

Second Longest ______________________

Third Longest ______________________

Of the eight kinds of work listed above, these three seem to interest you most.

Learn More About These Values

The inventory checks how you feel about seven different values. All of the values may be important to you. Or none of them may be important to you. But chances are that some of them are more important to you than others. The inventory should show you which ones these are.

Now, what does all this have to do with choosing a job?

The answer is this. You will be happiest with a job that gives you a chance to have or do the things you value most. For example, if money is more important to you than caring, then you might be happier as a construction worker than as a hospital helper. Construction workers usually earn more. But if caring is more important to you than money, then you might be happier working at a hospital.

To learn more about values and jobs, read below. Look for the sections that tell about values which are important to you. Answer the question at the end of each section you read.

Seven Values

Money

Money is important to most people. After all, we need it to pay for food, clothing, shelter, and other things we need or want. But some people spend as little time and effort as possible to get money. They try to get by on as little as they can, and use their time in other ways.

Other people spend most of their waking day trying to make money—and then dream about it at night! People may be willing to work long hard hours to earn a lot of money. Some people will take great chances and even risk their lives.

Still others just enjoy buying and selling or figuring out how much things should cost. They may work as buyers or salespersons.

Some people enjoy just being near a lot of money. Or just handling money. They may work as cashiers, guards, or bank tellers.

Is money very important to you? Would you give up other important things for a chance to make a lot of money or to work with money?

☐ Yes ☐ No

Adventure

Some people are content to live quiet, peaceful lives. Others need constant excitement. People who like or need lots of excitement will probably want a job that offers some adventure. Fire fighters, police officers, and deep sea divers have more chance for adventure than do typists, sales clerks, or assemblers.

Of course, there are all kinds of adventure. Traveling, meeting different people, doing different things each day are also kinds of adventure. In this sense, flight attendants, traveling salespersons, and newspaper photographers have jobs that offer some adventure.

Is adventure very important to you? Would you give up other important things for a chance to have some adventure?

☐ Yes ☐ No

Creativity

Usually, people who are creative are driven to use that creativity in one way or another. They write, paint, act, or perform for free if not for money. If they can find work that lets them use their creativity they are very lucky.

The problem is that there are not as many well-paying creative jobs as there are creative people looking for work. So, very often a creative person must look for other kinds of work. Or they have to give up some important things, such as making a lot of money!

Is creativity very important to you? Would you give up other important things for a chance to be creative?

☐ Yes ☐ No

Power

There are different kinds of power. But if you have power, then you have the ability to control things or to make things happen. A policeman has the power to stop a speeding driver on the road. A bulldozer operator controls a very powerful machine. With this machine the driver has the power to move tons of soil.

Power is very important to some people. They want to be in charge or in control. They want to make things happen.

Is power very important to you? Would you give up other important things for the chance to have power?

☐ Yes ☐ No

Caring

Some people want to help everybody. They worry about people who are too old, too young, too ill, or too poor to take care of themselves. Or they may just enjoy helping people no matter what their needs. These people might enjoy being nurses' aides, teachers' aides, or ground hosts and hostesses for an airline.

Jobs that involve caring do not always pay highly. Sometimes they involve working with people who are very unhappy or who are in trouble. Working conditions are often not the best. Still, some people would not want to do any other kind of work.

Is caring very important to you? Would you give up other important things for the chance to be caring?

☐ Yes ☐ No

Fame

Most of us like people to know who we are. But some people want *everybody* to know who they are. They want to see themselves in newspapers and magazines and on TV. They may dream of being surrounded by reporters and fans.

Of course, there are other kinds of fame. The cook who makes a fantastic pizza is famous in a way. And the crossing guard who everybody in the neighborhood knows is also famous in a way. So, we might say that fame is a matter of being well known because of the work you do.

In this sense, some kinds of jobs may win you fame more readily than others. And if being well known is important to you, you might be happier as a crossing guard than as a file clerk.

Is fame very important to you? Would you give up other important things for a chance to be famous?

☐ Yes ☐ No

Beauty

Some people could care less about the way things look. Others spend their whole life in search of beauty. They seek out beautiful places, beautiful buildings, and beautiful people. These people might choose to work in a park because of its beauty. Or they may look for a job in an art museum.

If beauty is important to you, the place in which you work is likely to be as important as what you do and how much you make. It may even be more important.

Is beauty very important to you? Would you give up other important things for it?

☐ Yes ☐ No

Match Values and Jobs

Draw a line from the person described in the left hand column to a job that may be right for that person.

Values	**Jobs**
Carlos values scenic *beauty* and *adventure* most.	Art teacher in special program for children with problems.
Helen values *adventure* and *caring* most.	Sailor on ships that go around the world
Ron values *caring* and *creativity* most.	Driver of large trailer—truck across icy mountain roads
Rita values *fame* and *money* most.	Ambulance attendant in a big city
Bernie values *power* and *adventure* most.	Leader of well known singing group

Things To Think About and Discuss

1. Why might someone who longs for fame be happier waiting on tables in a busy restaurant than preparing salads in the kitchen?
2. What might happen if someone who values adventure and creativity ends up packing jars of jam in a factory?
3. What affect will your values have on your choice of jobs?

RATE YOUR ABILITIES AND PERSONAL QUALITIES WHICH WOULD BE HELPFUL IN A JOB

The following checklist has been devised to help you evaluate personal qualities which might be important to an employer. Rate yourself on each one as Fair (need improvement), Average or Good.

	Fair	Average	Good
Good at math.	___	___	___
Good in English.	___	___	___
Get good grades.	___	___	___
Can talk to adults easily.	___	___	___
Can talk in front of a group without getting nervous .	___	___	___
Can write letters.	___	___	___
Handwriting is legible.	___	___	___
Able to work alone. I can plan my own work and work when there are no other people around.	___	___	___
Ambitious. I do extra work even if I'm not asked.	___	___	___
Articulate. I can express ideas easily, orally and in writing. I can give instructions that people easily understand.	___	___	___
Cheerful. I am generally good-natured.	___	___	___
Competent. I get things done on time and they are usually OK.	___	___	___
Congenial. I work well with others.	___	___	___
Cooperative. I do my part in a team assignment or on a committee. I volunteer to help.	___	___	___
Courteous. I treat fellow students and teachers with respect.	___	___	___

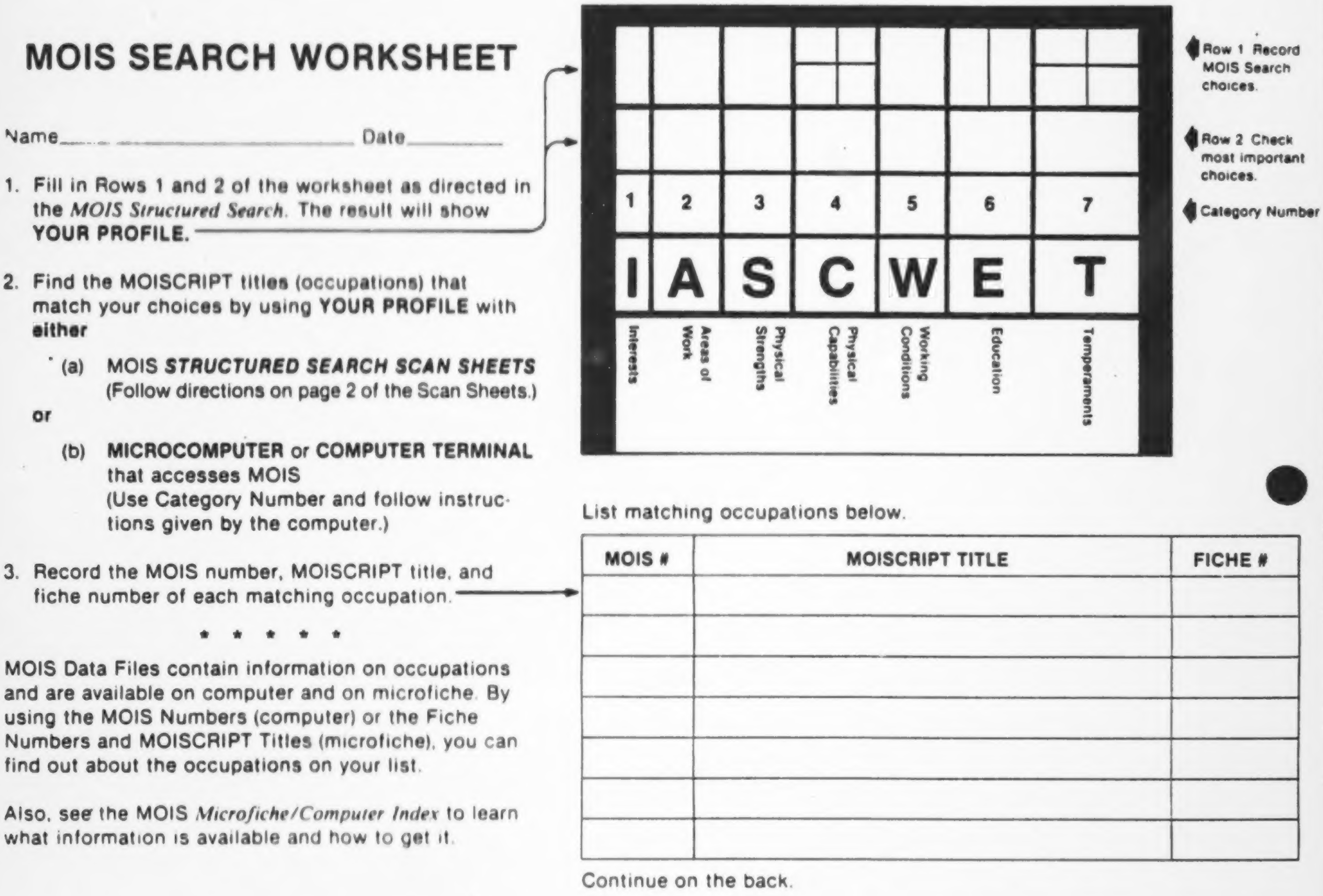
Checklist of Abilities and Personal Qualities (cont'd)

	Fair	Average	Good
Decisive. I can make decisions easily.	___	___	___
Dependable. My attendance is good. I am not tardy. I do my work even if no one is watching.	___	___	___
Efficient. I get my work done in school. I don't have to take it home all the time. I try to improve my work habits.	___	___	___
Honest. I am careful with school property and supplies. I accept blame for my mistakes.	___	___	___
Imaginative. I come up with new ideas.	___	___	___
Loyal. My friends can count on me.	___	___	___
Orderly. I keep things where they belong. My desk is neat.	___	___	___
Patient. I don't lose my temper easily. I don't get upset when I have to wait for others.	___	___	___
Persuasive. I can get people to do what I want them to or accept my ideas. I can sell things.	___	___	___
Sympathetic. I try to understand other people's problems. I try to help others.	___	___	___
Thrifty. I don't waste things.	___	___	___

(NOTE: There are many other words which describe some of these same qualities such as "responsible" instead of "dependable" but these key words were selected from lists of the most desired qualities in an employee as indicated by reports from employers in a wide range of occupations.)

MICHIGAN OCCUPATIONAL INFORMATION SYSTEM
(MOIS)

You will receive instructions on how to complete the MOIS Search Worksheet.



MOIS SEARCH WORKSHEET

Name___________________________ Date__________

1. Fill in Rows 1 and 2 of the worksheet as directed in the *MOIS Structured Search*. The result will show **YOUR PROFILE.**
2. Find the MOISCRIPT titles (occupations) that match your choices by using **YOUR PROFILE** with **either**
   - (a) MOIS ***STRUCTURED SEARCH SCAN SHEETS*** (Follow directions on page 2 of the Scan Sheets.)

   or
   - (b) **MICROCOMPUTER** or **COMPUTER TERMINAL** that accesses MOIS (Use Category Number and follow instructions given by the computer.)
3. Record the MOIS number, MOISCRIPT title, and fiche number of each matching occupation.

* * * * *

MOIS Data Files contain information on occupations and are available on computer and on microfiche. By using the MOIS Numbers (computer) or the Fiche Numbers and MOISCRIPT Titles (microfiche), you can find out about the occupations on your list.

Also, see the MOIS *Microfiche/Computer Index* to learn what information is available and how to get it.

							Row 1 Record MOIS Search choices.
							Row 2 Check most important choices.
1	2	3	4	5	6	7	Category Number
I	A	S	C	W	E	T	
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Education	Temperaments	

List matching occupations below.

MOIS #	MOISCRIPT TITLE	FICHE #

Continue on the back.

Learn about two of the above careers using MOIS microfiche and microfiche readers. Record the information on the next page.

Name________________________

Research two careers, using MOIS. (Page numbers refer to where this information is found on MOIS.)

I. Job Title (page 1)________________________

II. What are the duties of this job? (page 2)________________________

III. What education and training are usually needed for this job?

(page 10)________________________

IV. Give the beginning and high earnings for this job, or about how much will you earn? (pages 6-7)

(These dollar amounts may be yearly or hourly.)

V. What school subjects can you take related to this job? (page 11)

I. Job Title (page 1)________________________

II. What are the duties of this job? (page 2)________________________

III. What education and training are usually needed for this job?

(page 10)________________________

IV. Give the beginning and high earnings for this job, or about how much will you earn? (pages 6-7)

(These dollar amounts may be yearly or hourly.)

V. What school subjects can you take related to this job? (page 11)

CAREER SURVEY

Interview someone about their job using this form.

P

1. What is your job title? (Include name of company)

2. What are some of your major duties or responsibilities?

3. Why do you like your work?

4. What do you dislike about your work?

5. What kind of training or education did you have for this career?

6. What considerations should be made before choosing this career?
   (ie. long hours, dangerous, night work)

7. Do you work with people, data or things?

8. What are the working conditions for your job?

9. What is an average starting salary for your job? Salary after five years?
   (optional)

School ____________________ ____________________ Name

SIXTH GRADE CAREER DEVELOPMENT

____________________ Date

My top interests on the interest inventory were:
What Do I Like Most (p.3)
1. ____________________
2. ____________________

Jobs I explored on MOIS were: (p.17)
1. ____________________
2. ____________________
3. ____________________

The highest job values for me are: (p.9)
1. ____________________
2. ____________________
3. ____________________

Three of my abilities or personal qualities which would be helpful in a job are: (p.14-15)
1. ____________________
2. ____________________
3. ____________________

I am most interested in ____________________ for a job now.

Classes I could take which would contribute to knowledge used in this career are: (p.17)

Middle School classes	High School classes
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________
4. ____________________	4. ____________________

To train for this career, after high school I would need to: (p.17) ____________________
____

Two ways besides college that a person can continue education beyond high school are: (Inside back cover)
1. ____________________
2. ____________________

I interviewed ____________________ about his/her job as a ____________________
and reported to the class. ____________________ (p.18)
date

Jobs that I heard about from speakers in the class were:
1. ____________________
2. ____________________
3. ____________________
4. ____________________

SOURCES OF CAREER INFORMATION

Michigan Occupational Information System
Chronicle Briefs
Books, Magazines, Pamphlets, TV
Interview persons about their jobs
Observe persons working on their jobs
Hear speakers about careers
Can you think of some other sources of career information?

THERE ARE MANY WAYS TO PREPARE FOR CAREERS

Take High School Vocational Classes
Train while working on the job
Apprenticeships
Attend business or technical schools, community, four year and graduate colleges.

Vocational Education

KNOW HOW

Learn the skills to get a JOB in a Vocational Education Class

Accounting
Advanced Display
Architectural Drafting
Auto Body
Auto Mechanics
Cosmetology
Data Processing
Dental Assisting
Diesel Mechanics
Electronics
Engineering Drafting
Floral Design & Sales
Food Service
Greenhouse & Landscaping
Machine Shop
Marketing
Medical Office Assisting
Medical Skills
Printing
Secretarial Procedures
Shorthand
Typing
Welding
Woodworking

Co-op [Work and get high school credit]

See HS curriculum guide for prerequisites.

Learn the SKILLS to live independently in Home Economics Classes

Printed By Farmington High School Lithographers

? ? ?

Decisions

Decisions

Let's Learn How To Make Them

Farmington Public Schools
Career Development
Seventh Grade

DECISIONS!! DECISIONS!! DECISIONS!!

LET'S LEARN HOW TO MAKE THEM!

Seventh graders are at an age when many changes are taking place. You are maturing and are probably being given more responsibilities. You may experience some inconsistencies and conflicts around you. You may feel you are old enough to do some things and are being told, "You are not old enough!" Other times you may hear, "Why, you're too old to act that way!!" This is all part of growing up and learning the responsibilities that go with it. Parents, teachers and friends are available to help assist you in working out some of these problems, but in the end it is YOU and YOU ALONE, who have to live with your decisions - GOOD OR BAD!!!

Making good decisions should not be left to chance. There is a proven five-step process that can help you make decisions that are suited to your individual needs. During the next few days this process will be discussed, and you will practice following these guides in choosing a career report topic. This report will be given in your English classes. Your active participation will make these next days more valuable to you, so let's start learning more about decision-making.

BECOMING A SKILLFUL DECISION MAKER: WHAT IS INVOLVED?

To be skillful decision-makers persons need to know something about themselves, their values and their capabilities. They will want to learn how to change these characteristics, if they can be changed and if they want them changed.

Skillful decision-makers must also know something about their environments, and the opportunities and limitations of their environments. They should know how to change these conditions, if they can be changed and if they want them changed.

Finally, the skillful decision-maker needs to know the skills involved in the decision-making process. Learning these skills and obtaining practice in applying them can help turn you into a skillful decision-maker.

See the movie, "Why Is It Always Me?"

DECISION-MAKING: THE PROCESS

Decisions are based on what you know and what you want. The decision-making process involves using what you know, or can learn, to get what you want. The diagram below will explain th steps toward this process. (Start at the bottom with No. 1)

IDEAL WAY TO DECISION-MAKING

5. Learn
4. Act Out a Plan
3. Evaluate each Possibility or Option
2. Describe the Possibilities
1. Identify the Problem

Relative Importance of Decisions

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, while others are "automatic." Categories for defining decisions according to how they are made may include the following:

0	1	2	3	4	5
Not generally perceived as being under your control; decision made by others.	Automatic or routine; never think about it before deciding; habitual.	Occasionally think about it before deciding.	Think about it but don't study it or investigate it.	Study about it a little; think about it a little; ask others about it before deciding.	Study and think about it a lot; ask questions; read about it before deciding.

The following table lists decisions typically faced by many people today. Read the list and consider how you would make each decision. Write the appropriate code number (0, 1, 2, 3, 4, 5) after each decision on the list. If the decision is one that is not appropriate for you, leave it blank.

TYPICAL DECISIONS	CATEGORY
1. To get up in the morning	
2. What to eat and when	
3. To tell the truth	
4. To criticize a friend behind his back	
5. What movie to see	
6. To take a summer job	
7. What books to read	
8. To use drugs, tobacco, alcohol	
9. To go to school	
10. To believe in God	
11. Where to dispose of waste paper and wrappers	

Reprinted with permission from Decisions and Outcomes by H. B. Gelatt, Barbara Varenhorst, Richard Carey, and Gordon P. Miller, Copyright © 1973 by College Entrance Examination Board, New York.

PRACTICING WHAT WE'VE LEARNED!!

We have just completed a paper on the various decision categories. The chart below will help refresh your memory.

DECISION CATEGORY

0 = not under my control
1 = automatic
2 = occasionally think about
3 = think about, but don't study
4 = study a little and ask others
5 = study a lot and ask questions

Now, think back over the last few weeks about decisions you have had to make. Try to see if you've had to make decisions that fall under the particular areas below. Then indicate the appropriate category number for each decision.

DECISION (Briefly describe the decision you had to make.)	CATEGORY
1. Personal or social decision:	
2. Health or safety decision:	
3. Educational decision:	
4. Moral or ethical decision:	
5. Common, everyday decision:	

1. What could be learned from this experience?

2. Which decisions, if any, were automatic?

3. What type of decisions were out of your control?

4. What kind of decisions were given a lot of thought?

5. Have you made some important decisions that were not on your list?

See the filmstrip, "Making Decisions: You Can Learn How: Part I"

WHAT IS A GOOD OR A POOR DECISION??

Have you ever made a poor decision? Try to think right now of one poor decision you have made. Maybe you will think about the worst decision you ever made or your most recent poor decision or some "secret" poor decision. In any event, think about the poor decision now.

Why do you consider it a poor decision?

When most people say a decision is poor, they mean the result was not what they wanted. "It didn't turn out the way I thought it would." "The outcome wasn't good." "Things didn't happen right."

Good decision-making will minimize the possibility of getting an unfavorable outcome, but it cannot eliminate the possibility. The best protection you have against an undesired outcome is a GOOD DECISION.

One of the first lessons in decision-making is to learn to make the distinction between a poor decision and a poor outcome, or a good decision and a good outcome - or the distinction between a decision and an outcome.

> A DECISION is the act of a person in choosing, selecting, and deciding among several possibilities based on his/her judgment.
>
> An OUTCOME is the result, consequence, or aftermath of that person's act or decision.

The important difference is that a person has direct control only over the DECISION, not the outcome. If you make a good decision, it will not guarantee a good outcome, because you cannot control the outcome. However, learning how to make good decisions will increase your chances of getting good outcomes. So, what is a good decision?

A GOOD DECISION, as defined here, is one in which the skills of decision-making are used to choose the alternative that is best according to the decision-maker's preferences. It requires the application of certain skills, for example, the ability to clarify values, to acquire appropriate information, and to assign probabilities.

MAKING A DECISION

1. IDENTIFY THE PROBLEM OR DECISION THAT HAS TO BE MADE. When does it have to be made?

____

____

2. DESCRIBE THE POSSIBILITIES. You can brainstorm with others on Nos. 2 and 3. Write down different ways to solve the problem.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

3. EVALUATE EACH POSSIBILITY OR OPTION. Think about how each possibility might work out. What are the risks involved in choosing each one?

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

4. ACT OUT A PLAN. Choose the possibility that will work out best for you considering your values. Write down a plan or strategy for carrying out your decision.

____

____

5. LEARN. Did I make a good decision? ____ Yes ____ No

Do I need to find new possibilities to solve this problem? ____ Yes ____ No

Do I need more information to make this decision? ____ Yes ____ No

List sources of help in finding new possible ways to solve this problem.

____

____

See the filmstrip "Making Decisions: You Can Learn How - Part II"

WHAT CAREER MIGHT I CHOOSE?

On this next assignment you will decide which career to explore when you do your report. You will be asked to list your top interests and highest abilities.

An "interest" means feeling excited about something and paying special attention to it.

An "ability" means that you can do something well, that you have acquired a skill or have a natural talent and are able to perform a particular task with competence. You might have an "ability" to do any of the following well: math, read or write stories, draw pictures, play sports, talk with people easily, care for younger children or older persons, cook, make or repair things, sell things, dance or play an instrument.

An example: Perhaps you have an interest in playing baseball, but do not have the ability to do it well.

1. IDENTIFY THE PROBLEM or decision that has to be made.

What career might I choose, considering my own abilities and interests?

2. DESCRIBE THE POSSIBILITIES.

Possible careers that I might like. (Can you remember what careers you explored in 6th grade? Have you changed your interests?)

1. ______________________ 3. ______________________

2. ______________________ 4. ______________________

3. EVALUATE each possibility or option.

A. My top interests are:	My highest abilities are in:
______________________	______________________
______________________	______________________
______________________	______________________

B. What interests and abilities are needed in each of the possible careers I listed? (Do I need to get additional information from the Career Center before I can make a decision? Yes ____ No ____ I could use: MOIS ____ Chronicle Briefs ____ Interview persons who have these jobs ____ Magazines, books, encyclopedias ____.

Careers:	Abilities or interests needed:
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________

C. What would my life be like if I chose each of the possible careers? (Consider work duties, working conditions, salary, education needed, etc.)

1. ____

2. ____

3. ____

4. ____

4. ACT OUT A PLAN. Choose the career that seems best for you.

My first career choice at this time is ____________________

If that doesn't work my career choice would be ____________________

My interests and abilities would be useful in this career because ____________

____

____

5. LEARN. Find out more about career choice. Write or give an oral report on your tentative career choice in your English class using MOIS or other career information.

DECISIONS, DECISIONS!

②

Q	S	G	R	E	V	A	L	U	A	T	E	N	T	A
X	U	W	E	V	T	S	Z	N	L	P	O	N	K	B
Z	Y	E	A	X	M	T	N	O	B	I	P	Y	S	I
F	W	R	S	Q	D	E	Q	A	T	M	T	R	L	L
Y	I	M	O	T	E	N	O	U	P	P	I	O	O	I
W	R	R	N	D	I	V	L	U	T	S	O	T	R	T
X	U	Y	S	P	R	O	B	L	E	M	N	N	Z	I
C	S	U	R	T	S	Q	N	P	M	G	B	E	A	E
W	H	A	I	J	H	D	Z	S	L	H	I	V	C	S
A	S	O	B	J	E	C	T	I	V	E	J	N	F	D
N	B	K	I	X	G	C	Y	N	K	H	G	I	E	W
T	E	L	F	C	I	M	P	O	R	T	A	N	T	E
S	V	W	X	O	E	I	N	T	E	R	E	S	T	S

1. A dilemma, or difficulty you want to solve, is called a ______. Defining this dilemma clearly is the ______ step in preparing to make a decision. (7, 5)

2. The best way to define the question is to list all your ______ for needing to make a decision and seeing if (and exactly what it is) you need to decide. (7)

3. In order to arrive at this list, you should write down all your ______ and considerations, and then ______ them. (9, 8)

4. You know your decision is a good one if it offers the best ______ to the difficulty you're attempting to solve. (8)

5. One possible solution to your problem is known as an alternative; it can also be called a ______, or an ______. You should be aware of all your alternatives before attempting to make a big decision. (6, 6)

6. Once you've discovered your alternatives, you must then ______ or measure them against the goals you've set for yourself. (5)

7. An aim or goal is also known as an ______. You should know what your goals are before you make a choice. (9)

8. Another aspect of decision-making is self-knowledge; you gain this by taking ______, or stock, of yourself and figuring out what you really want to do. (9)

9. You acquire self-knowledge (and get closer toward knowing your goals) by learning what is most ______ to you. (9)

10. Another way to discover your goals is to consider your ______ and ______. (5, 5)

11. Another important factor in determining your goals is to consider your ______. (9)

12. Still another area to consider are your ______, or primary concerns. (9)

13. Big decisions should not be ______ decisions. Don't ______ the process! (4, 4)

NAME ______________________

DATE ____________ PER. ______

WHAT WOULD YOU DECIDE?

Kathy is thirteen and will graduate from junior high in June. She is a "B" student, has lots of friends, and math is her favorite subject. She has to decide now what program she will take in high school and sign up for her classes. Kathy knows she would like a career that relates to business.

1 Should she take most of her required classes during her first two years so that she can attend the regional occupational training center during her junior and senior year? She could receive training as a business secretary, learn how to use office equipment, and have on-the-job experience. She could get a full-time job as soon as she graduates from high school.

OR

2 Should she take college preparatory courses and then go to college to get a degree in business. She has heard that many companies are hiring well-educated women for business jobs. She knows that it takes two years of college for an associate degree and four years for a bachelor's degree.

EVALUATE CHOICE 1

Advantages: ______________________

____

____

____

____

____

Probable Life Style: ______________________

____

____

____

____

____

EVALUATE CHOICE 2

Advantages: ______________________

____

____

____

____

____

Probable Life Style: ______________________

____

____

____

____

____

What other options can you suggest to her? ______________________

____

____

NAME ____________________

DATE ____________ PER. ______

DILEMMA SITUATIONS

1. Jane has five dollars. She can either buy a record album which costs $4.87 that she wants very much, or she can get a gift for her mother's birthday which is tomorrow.

2. Joe has finally earned $10.00. He owes his older brother $8.00. His brother needs the money for new track shoes. Joe needs a jacket, since he has outgrown the one he had last year, and he found one on sale for $8.98. Joe can either pay back his brother or buy the jacket.

3. Chris is cashing a babysitting check in a busy grocery store. The check is written for the amount of $3.50. The clerk is in a hurry and gives Chris $8.50. Chris can either take the money or bring the error to the clerk's attention.

4. Marilyn is chairperson of a student group raising funds for orphan children. She has worked hard for the cause and believes in it. Today is the last day of the campaign and she has $3.00 which she plans to give to the fund. However, her best friend has asked to borrow the $3.00 to pay a breakage fee in Science class. Her friend's grade will be lowered if the fee is not paid today. Marilyn can either give the money to the fund or loan it to her friend.

5. Bob is with a friend who is shopping for jeans. The friend has tried some on that cost $19.00 and some that cost $11.00. He decided he likes the more expensive jeans. The friend asks Bob to switch the price tags for him while he gets dressed. Bob can either do it or not do it.

CIRCLE the number of the problem you have chosen to solve

What is the problem in your own words? ____________________

____

____

What are the choices?

CHOICE #1 ______	CHOICE # 2 ______
Advantages: ______	Advantages: ______
______	______
______	______
Disadvantages: ______	Disadvantages ______
______	______
______	______

What are the alternatives, if any? ____________________

____

____

What do you think is the best answer? ____________________

Why? ____________________

____

School ____________________ Name ____________________

SEVENTH GRADE CAREER DEVELOPMENT

Date ____________________

MY TOP INTERESTS ARE:	MY HIGHEST ABILITIES ARE IN:
1.____________________	1.____________________
2.____________________	2.____________________
3.____________________	3.____________________

MY FIRST CAREER CHOICE IS____________________

IF THAT DOESN'T WORK OUT MY CAREER CHOICE WOULD BE____________________

____

MY INTERESTS AND ABILITIES WOULD BE USEFUL IN THIS CAREER BECAUSE___

____

____

I GAVE MY CAREER REPORT ON____________________
Date

NAME OF YOUR ENGLISH TEACHER____________________

12

POLICY STATEMENT

It is the policy of the Farmington Public School District that no person shall, on the basis of race, creed, color, national origin, sex, marital status, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity including employment.

****

This booklet was compiled and edited by

BARBARA CARLSON
Home Economics Teacher

CHARLENE PARROTT
Career Development Coordinator

EARL BAUMUNK
Director of Vocational Education and Career Development

FARMINGTON PUBLIC SCHOOLS
FARMINGTON, MICHIGAN
JUNE 1986

THE IDEAL WAY TO DECISION MAKING

Identify the Problem

Describe the Possibilities

Evaluate each Possibility or Option

Act Out a Plan

Learn

Are You Ready To Apply For That First Job?

Farmington Public Schools
Career Education
Eighth Grade

POLICY STATEMENT

It is the policy of the Farmington Public School District that no person shall, on the basis of race, creed, color, national origin, sex, marital status, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity including employment.

****

This booklet was revised and edited by

JUDY MONROE, RAY NAGLIK, MARY SHAW
English Teachers

CHARLENE PARROTT
Career Development Coordinator

EARL BAUMUNK
Director of Vocational and Career Education

FARMINGTON PUBLIC SCHOOLS
FARMINGTON, MICHIGAN
JUNE 1984
Revised JUNE 1985
Revised JUNE 1987

Production Designer and Typist - Dolores Shevlin

ARE YOU READY TO APPLY FOR THAT FIRST JOB?

It may be a few months or a few years before you actually apply for a job with a formal job application or interview. In order to be prepared whenever you are faced with that first application, this booklet will give you the information and practice so you will know what to expect. You can keep this booklet for future reference.

There are some things you need to do to prepare for that first job. You can do some of them right now.

1. Obtain a social security number if you don't already have one.
2. Fill out personal data on a 3x5 card and carry it in your billfold.
3. Fill out a sample job application. (Not all application forms are the same, but they ask for similar information.)
4. Practice doing a job interview.
5. Write a thank you note after a job interview.

Learn how to apply for a work permit.

NOW - ON TO THAT FIRST STEP!

YOUR SOCIAL SECURITY CARD

Everyone working in America needs a Social Security number. Whether you work at McDonald's or fly an airplane, your Social Security number credits your account with retirement benefits, pays your income tax deductions, and establishes the fact that you are "on a payroll" of the company.

On the 1987 federal income tax form, all children who are listed as dependents must also have Social Security numbers.

Before an employer can hire you, you must present the card showing your number. If you have one now, take the card to all your employment interviews. If you don't have a Social Security number, here's how you obtain one.

You will need to get an application blank, such as the sample on the next page, from the nearest Social Security office which is located at 37431 Grand River, Farmington, Michigan. For additional information call 963-1500.

Mail or take your evidence documents and application to the nearest Social Security office. However, you must apply in person at a Social Secur. office if:

1. You are age 18 or older and have never had a Social Security number card before, or
2. You are an alien whose immigration documents should not be mailed.

EVIDENCE YOU WILL NEED

Social Security law requires that you furnish evidence of your age, identity, and U.S. citizenship or lawful alien status. Find one of the four categories below which applies to you and read the instructions carefully. If you apply for a Social Security number for your child or other individual for whom you are legal guardian or legal custodian, you must also furnish evidence of your identity (see list B Below).

You must submit original or certified documents as evidence — we cannot accept uncertified or notarized photocopies. We will return all documents submitted. NOTE: all documents submitted as evidence may be retained temporarily and verified with the custodian of the original records.

If you have any questions or need help in obtaining your documents, please call or visit your nearest Social Security office.

---

1. U.S. Citizen — Born in the U.S. — Applying for original Social Security number

Please submit one document from list A. and at least one from list B.

List A. Evidence of Age and Citizenship
One of the following records established before your 5th birthday:

- Public birth certificate (**This is the preferred document.** You should submit it if at all possible.)
- Religious record showing age or date of birth (To establish citizenship, it must have been recorded within 3 months of birth.)
- Hospital record of birth

If your birth was never recorded or the public record no longer exists, submit documents from list B for evidence of age and citizenship. At least one document must show your name, age or date of birth, and your place of birth. It should be at least one year old.

List B. Evidence of Identity
A public or hospital birth record is not considered evidence of identity. An identity document should contain enough information to identify you. Some items we look for on the document are name, age, address, signature, physical description and picture. Examples are:

- Identity card
- Driver's license
- Adoption record
- Insurance policy
- Youth organization record
- School record
- Medical record
- Work badge or building pass
- Military record
- Court order for name change
- Marriage or Divorce record
- U.S. Passport
- U.S. Citizen ID card
- Religious record (If not submitted as evidence of age)
- Any other document providing identifying data sufficient to establish proper identity.

DE[illegible]TMENT OF HEALTH AND HUMAN SERVICES
SO[illegible]L SECURITY ADMINISTRATION

SAMPLE

Form Approved
OMB No. 0960-0066

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD (Original, Replacement or Correction)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422-103(b))

INSTRUCTIONS TO APPLICANT ▶ Before completing this form, please read the instructions on the opposite page. Type or print, using pen with dark blue or black ink. Do not use pencil. SEE PAGE 1 FOR REQUIRED EVIDENCE.

NAA 1	NAME TO BE SHOWN ON CARD	First	Middle	Last
NAB	FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
ONA	OTHER NAME(S) USED			
STT 2	MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
CTY	CITY (Do not abbreviate)	STE	STATE	ZIP ZIP CODE

CSP 3 CITIZENSHIP (Check one only)
- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX 4 SEX
- ☐ MALE
- ☐ FEMALE

ETB 5 RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)
- ☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. Northern American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

DOB 6	DATE OF BIRTH ▶	MONTH	DAY	YEAR	AGE 7	PRESENT AGE	PLB 8	PLACE OF BIRTH ▶ CITY (Do not abbreviate)	STATE OR FOREIGN COUNTRY (Do not abbreviate)	FCI ☐

MNA 9	MOTHER'S NAME AT HER BIRTH	First	Middle	Last (Her maiden name)
FNA	FATHER'S NAME	First	Middle	Last

PNO 10 a. Has a Social Security number card ever been requested for the person listed in item 1? ☐ YES(2) ☐ NO(1) ☐ Don't know(1)

b. Was a card received for the person listed in item 1? ☐ YES(3) ☐ NO(1) ☐ Don't know(1)

▶ IF YOU CHECKED YES TO A OR B, COMPLETE ITEMS C THROUGH E; OTHERWISE GO TO ITEM 11.

SSN c. Enter the Social Security number assigned to the person listed in item 1. ☐☐☐–☐☐–☐☐☐☐

NLC d. Enter the name shown on the most recent Social Security card issued for the person listed in item 1.

PDB e. Date of birth correction (See Instruction 10 on page 2) ▶ MONTH | DAY | YEAR

DON 11 TODAY'S DATE ▶ MONTH | DAY | YEAR

12 Telephone number where we can reach you during the day. Please include the area code. ▶ HOME | OTHER

ASD WARNING: Deliberately furnishing (or causing to be furnished) false information on this application is a crime punishable by fine or imprisonment, or both.

IMPORTANT REMINDER: WE CANNOT PROCESS THIS APPLICATION WITHOUT THE REQUIRED EVIDENCE. SEE PAGE 1.

13 YOUR SIGNATURE

14 YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify) ____________

WITNESS (Needed only if signed by mark "X")

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC (SSA RECEIPT DATE)	NPN			DOC
[illegible]C	CAN	BIC	IDN	ITV ☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

TYPE(S) OF EVIDENCE SUBMITTED

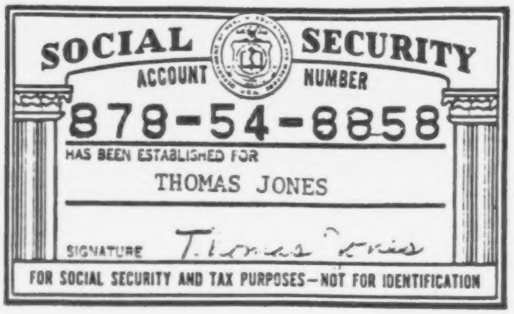
SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

DATE

DCL

DATE

About a month after you submit your application, you'll receive a card like this:



SOCIAL SECURITY
ACCOUNT NUMBER
878-54-8858
HAS BEEN ESTABLISHED FOR
THOMAS JONES
SIGNATURE Thomas Jones
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

It will have your own personal number on it. It will be one of the most important numbers in your life from now on. Be sure to sign your name on the line at the bottom. Keep the card in your billfold or wallet. Don't mark on it or fold it. Put the stub that will be attached to the card with the other important papers your family owns.

LOST CARDS?? LOST NUMBERS??

Since your number belongs only to you, losing your card means checking literally millions of other cards to make sure you can get another card with the same number. Naturally, you'll want to guard against losing your card. But, accidents happen, and you can get a replacement card by completing a form like the one on the previous page. If you lose your job, replace it quickly - you may find yourself unable to start a new job if you can't show the card to the employer.

WHAT HAPPENS IF YOU MARRY AND CHANGE YOUR NAME?

Names may change, but your Social Security number remains the same - forever. You should, however, fill out an application for a change of the name on your card. This application may be obtained at a Social Security office.

WHAT DOES THE EMPLOYER DO WITH YOUR NUMBER?

The company you work for not only pays you money for working; it also must pay money to Social Security for your insurance account. This "contribution by the employer" is matched by a few cents from each dollar you earn. The employer then puts both his contribution and yours into your account - the account opened for you when you first got your Social Security number.

Each employer in America must - by law - pay Social Security for each person on the payroll.

When you retire, or if you should get sick or become permanently disabled, you'll be able to collect on your Social Security insurance.

SEE WHY IT'S IMPORTANT TO KEEP THAT CARD ??

FILLING OUT JOB APPLICATIONS

It is important to fill out an application correctly. All parts of the application must be filled out completely in order to create a GOOD FIRST IMPRESSION. That GOOD FIRST IMPRESSION often decides whether or not you will get a job interview.

Before you go on an interview fill out a 3x5 card which can be carried in your billfold. This should include your employment record and personal references on it. It is easy to look up the information once (using the telephone directory) and put it on the card. Then you will not have to look it up each time you fill out an application. It will save time, and make you look more efficient and prepared, to take the card out of your wallet and transfer the information to the application blank.

On the blank side of the 3x5 card put your name, social security number, and driver's license number when you have one, and your employment record. If you have worked, give the full name of the company, number and name of the street, city, state, and zip, and the phone number of all past and present jobs.

On the lined side list 3 personal references. Three is the usual number requested on an application. You can use adults for whom you have worked (babysitting, yard work, volunteer work, etc.) or adult friends as references. Do not use relatives or friends your own age. Again, put the full name of the person, number and name of the street, city, state, and zip, and phone number. You should ask these persons if you can use them as references before listing their names and addresses on applications. Put the card in your wallet.

Name: Linda Johnson

Social Security No: 323-52-7331

Driver's License No: C 630 546 393 750

EMPLOYMENT RECORD

Smith & Jones, Inc.	46123 Industrial Park Dr. Farmington, MI 48024	474-1659
Landmark Restaurant	32455 Grand River Ave. Farmington, MI 48024	474-1158

PERSONAL REFERENCES

Mrs. Cynthia Mason	Harrison High School 29995 W. 12 Mile Rd. Farmington, MI 48018	477-3318
Mrs. Mary Landers	Landmark Restaurant 32455 Grand River Ave. Farmington, MI 48024	474-1158
Mrs. William Saunders	Smith & Jones, Inc. 46123 Industrial Park Dr. Farmington, MI 48024	474-1659 ext.1

APPLICATION BLANK

Now you are ready to fill out an application blank. Print neatly and answer every question so the employer will not think you skipped it. Use either a blue or black pen. Use the abbreviation N/A which stand for non-applicable when a question does not apply to you personally. For example, most of you have not served in the U.S. Military, so you need to put N/A on the first line only of that section, since it does not apply to you. Notice how easy it is to complete the application with the information from the 3x5 card.

STORE OR CORP CODE ________

EMPLOYEE INFORMATION FORM

________ CORRECTION/CHANGE ________ Effective Date

SOCIAL SECURITY NO. ________

NAME ________ First Name ________ Middle Initial ________ Last Name

STREET ADDRESS ________

SUITE OR APT. NO. ________ CITY ________ STATE ________ ZIP ________ AREA CODE ________ TEL. NO. ________

ARE YOU 25 OR OLDER? ☐ YES ☐ NO IF NOT, AGE ________

EVER WORK FOR McDONALD'S BEFORE? IF YES, DATES AND LOCATION ________

THIS SECTION TO BE FILLED OUT BY MANAGER ONLY AFTER HIRE.

DATE OF HIRE ________ DATE OF BIRTH ___/___/___ M☐ F☐ EMP. STATUS ____ C.S.D. ____ JOB TITLE CODE ____ NAT'L. ORIGIN ____

REHIRE YES ☐ NO ☐ FED. MARITAL TAX STATUS ____ FEDERAL TAX EX. ____ STATE MARITAL TAX STATUS ____ STATE TAX EX. ____ LOCAL MARITAL TAX STATUS ____ LOCAL TAX EX. ____ STATE CODE ____ LOCAL CODE ____

GROUP INS. COVERAGE NONE* ____ w/DEP ____ w/o DEP. ____ OPT. LIFE ____ STOCK PURCHASE AMT. ____ MEALS ☐ YES ☐ NO RATE ____

*If employee declines insurance, attach waiver form otherwise attach beneficiary form.

TAX EX STATUS ____ F.I.C.A. ____ F.U.T.A. ____ S.U.T.A. ____ STATE MED./DISABILITY ____

AVAILABILITY:

TOTAL HOURS AVAILABLE PER WEEK ________

PART TIME ☐ FULL TIME ☐ HOURS AVAILABLE:

	M	T	W	T	F	S	S
FROM							
TO							

AVAILABILITY DURING SCHOOL VACATIONS: FULL ☐ PART ☐ NONE ☐

ARE YOU LEGALLY ABLE TO BE EMPLOYED IN THE U.S.? ☐ YES ☐ NO

HOW DID YOU HEAR OF JOB? ________ HOW FAR DO YOU LIVE FROM STORE? ________ HOW WILL YOU GET TO WORK? ________

SCHOOL MOST RECENTLY ATTENDED:

NAME ________ LOCATION ________ PHONE ________

TEACHER OR COUNSELOR ________ DEPT. ________ LAST GRADE COMPLETED ________ GRADE POINT AVERAGE ________

GRADUATED? ☐ YES ☐ NO NOW ENROLLED? ☐ YES ☐ NO SPORTS OR ACTIVITIES ________

TWO MOST RECENT JOBS:

COMPANY ________ LOCATION ________ PHONE ________

JOB ________ SUPERVISOR ________ DATES WORKED: FROM ________ TO ________

SALARY ________ REASON FOR LEAVING ________

COMPANY ________ LOCATION ________ PHONE ________

JOB ________ SUPERVISOR ________ DATES WORKED FROM ________ TO ________

SALARY ________ REASON FOR LEAVING ________

U.S. MILITARY:

SERVED? ☐ YES ☐ NO

ARE YOU A MEMBER OF AN ACTIVE RESERVE OR NATIONAL GUARD UNIT? ☐ YES ☐ NO

IF YES, WHAT? ________

WHAT ARE YOUR OBLIGATIONS AND WHEN WILL THEY BE FULFILLED? ________

PHYSICAL:

ANY HEALTH PROBLEMS OR PHYSICAL DEFECTS WHICH COULD AFFECT YOUR EMPLOYMENT? ☐ YES ☐ NO

IF ANY SUCH HEALTH PROBLEMS OR PHYSICAL DEFECTS EXIST, PLEASE EXPLAIN ________

*DURING THE PAST 7 YEARS, HAVE YOU EVER BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? ☐ YES ☐ NO

IF YES, DESCRIBE IN FULL ________

*A conviction will not necessarily bar you from employment.

72

1 I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with McDonald's policy 2 I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you

IN CASE OF EMERGENCY PHONE ________

Interviewer or Reference Comments

PERSONAL REFERENCES:

(other than family)

NAME	PHONE NO.

If you want us to provide your address telephone number to people or organizatio outside McDonald's who request them, initi here ________

McDonald's is an equal opportunity employe The Civil Rights Act of 1964 and State and Loc laws prohibit discrimination on the basis of rac color, religion, sex or national origin I addition, State and Local laws prohib discrimination on the basis of disability and th Age Discrimination in Employment Act of 19 and some State and Local laws prohib discrimination on the basis of age with respe to individuals who are at least 40 but less than 7 years of age It is our policy to comply fully wi these Acts and information requested on th application will not be used for any purpo prohibited by law

Rev 4/79 73 Form 7011

WHAT WORDS MEAN

When you fill out the application, you will sometimes find words you don't know. On this page and on the next page are the definitions of several words. Read these to help you understand application forms.

bon fide occupational question - A question that asks a fact about you that is directly related to the job and is necessary to know in hiring a person for that job.

bonded - Having an agreement for one person to be responsible for any money or property lost or damaged by another person.

compensation - Money and/or medical care given to an employee who is hurt on the job.

convicted - Found guilty of a crime.

dependents - People who depend on you for financial support for food, clothing, shelter, and other items.

discharge - When you left the service.

discrimination - To treat a person differently from others on the basis of race, color, religion, sex, age, or some other factor.

dismissal - To be fired or to lose your job.

employer - The person for whom you work.

felony - A serious crime.

former employers - People for whom you used to work.

marital status - Whether or not you are married.

occupation - The work someone does.

personal references - People who can tell an employer what type of worker you will be. You ask these people ahead ot time if they will be your references. Then you give their names to the employer when you apply for a job.

physical defects - Problems that might affect your work, such as blindness, deafness, or a physical disability.

position - The job you want.

preclude - To make impossible.

previous address - Where you lived before the place you live in now.

WHAT WORDS MEAN (Con'td)

prohibited - Not allowed.

qualifications - Characteristics or skills a person has.

selective service classification - How the government classifies your military status to tell whether you have been in the armed service or whether you may serve in the future.

single - Not married.

status - Rank or position.

transportation - Car, bus, train, bicycle, or any other method of getting to work.

verify - To prove something; in this case, to prove you are old enough to work.

Write any words on this list that you still do not understand. Ask your teacher to explain them.

________________________ ________________________

________________________ ________________________

ABBREVIATIONS

Sometimes there is not room on an application to include entire words. Below is a list of abbreviations you may see printed on applications. The meaning for each abbreviation is given on the right hand side of the slash mark.

B.D./birth date
D.O.B./date of birth
H. or ht./height
W. or wt./weight
tel./telephone
no./number
ans./answer
co./company
mo./month
yr./year

Soc.Sec./Social Security
S.S.No./Social Security Number
avg./average
dept./department
exp. or exper./experience
m/married
s/single
d/divorced
sep./separated
m/male
f/female

THE JOB INTERVIEW

See the filmstrip

"Goofy Goes To Work - The Interview"

or

"Job Interview Skills"

Available in the Career Center.

****

How To Survive Your First Interview - And Get The Job Offer.

Eight Easy Steps To Success

by Anne White

"The first time I applied for a job, I really made a mess of things." Lisa Whitman, a tall, dark-haired senior, speaks with a quick smile and a shy manner. "I managed to do all the wrong things."

The day she ordered her high school class ring, Lisa decided she needed a job to pay for it—and needed a job right away! The minute school was over she hurried down to a local discount store. She knew the store manager sometimes hired students as check-out clerks. Because she was nervous, she dragged her friend Donna along for moral support.

As Donna paced restlessly, Lisa filled out the application. Too late she realized she had not thought to bring her Social Security number. She also did not have any references—the telephone numbers of families she had been babysitting for.

Suddenly the manager appeared and introduced herself. Taken aback, Lisa did not offer to shake hands or even to give her name. When she suggested an on-the-spot interview, Lisa was dismayed. She hadn't changed from the jeans and shirt she had worn to school. She hadn't given any thought to what she should say.

The interview was a disaster. The interview is the most important step in the job hunt. And Lisa lost out because she didn't know the rules.

Most people dread job interviews. There are, however, ways to avoid first interview blues. The secret: *Plan in advance*. Job hunting *is* tough. But experts agree that following a few simple rules can mean the difference between a job offer and a long string of refusals. Here are the ones they most often recommend.

[c] 1982 Career World. Reprinted by permission of
Curriculum Innovations, Inc., Highland Park, IL 60035

1 *ALWAYS GO ALONE.* Lisa's first mistake was taking along a friend. A personnel manager said recently, "When teenagers come in together, they are apt to get silly. I understand how this happens, but it's no way to make a good impression. Also, I sometimes have a job to offer an applicant, but not one for the friend who came along with her. Then things become awkward. Sometimes both miss out."

2 *MAKE YOUR APPLICATION NEAT—AND COMPLETE.* Take time to read over the application *before* you start writing. Then, once you see where to put what, fill it in s-l-o-w-l-y, carefully, and completely.

Carol Harty, a community college placement director, advises her students to make up a data card and carry it in their wallets. On this should be all the information that might be asked for on an application.

Eventually you'll want to develop a resumé that gives your school and work record, but a data card or sheet should be sufficient for a part-time or summer job while you're a student.

"There's no excuse for not having your Social Security number when you apply for a job," says another personnel manager. "You also need the dates for any jobs you've held and schools you've attended. Sometimes those can be tough to remember under pressure."

What to do about a question that doesn't seem to apply to you? Draw a short line through the blank left for the answer, the experts suggest. This will indicate that you haven't overlooked or ignored the question.

3 *LOOK THE PART.* Counselors, personnel managers, interviewers all agree: Your appearance counts. It counts heavily. You won't get a second chance to make a good first impression. In fact, recent studies show that the decision *not* to hire someone is made within the first 45 seconds.

"A simple rule," says Jim White, personnel manager of the Bronx Zoo, "is to look better than you do every day." White interviews many of the 400 seasonal employees the zoo hires every year. "Leave the designer jeans at home," he urges. "A pair of khaki slacks or a neat skirt will make a much better impression."

Jeff Lutzker, a counselor for the New York State Job Service, talks with many young people looking for work. His advice: "A neat applicant with a neat application—that's what an employer wants to see."

Most companies take applications first and call later for interviews. But even when you just stop in to fill out an application, it's a good idea to be prepared for an immediate interview, or a short test, or a tour of the work place. Think about all the "What ifs?" in advance, and be ready.

4 *PUT YOUR BEST FOOT (AND HAND) FORWARD.* Neatness and good grooming are essential. But several other things also are necessary if you are to make that fantastic first impression. Most interviewers expect people to arrive on time, look them in the eye, introduce themselves, and shake hands firmly and naturally.

Nonverbal communication plays a strong role in making the right impression. Imagine the following:

You are talking to someone. He yawns. What does this "say" to you?

In the same way, you "speak" nonverbally at the interview.

Mom and Dad may have bugged you when they said, "Stand up straight!" or "Don't fidget!" or "Don't slump!" or "Don't bite your nails!" Those were words of wisdom for the job-seeker you have become. You wouldn't dream of picking your nose during the interview. But your body language could be nearly as great a turnoff to the interviewer.

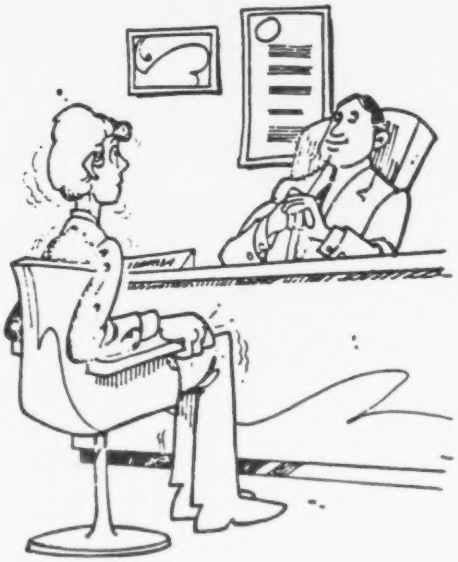
Other bad signals:

- Folding your arms makes you look insecure and defensive.
- Playing with your hair or tugging at your clothes makes you look ill at ease.

5

REHEARSE AT HOME. Presenting yourself well is a tall order. But don't get discouraged. Few young people have had much experience shaking hands or walking into a room and introducing themselves with confidence. Naturally they're uncomfortable at the thought of having to do this. Take one thing at a time and practice.

Instead of asking Donna to go with her, Lisa might better have asked her friend to help in a dress rehearsal. Try out your entrance and handshake on parents, brothers or sisters, or even the family dog. Role play the interview with a friend. This can make you feel less ill at ease.



6

BE PREPARED FOR QUESTIONS. Interviewers often have favorite questions. These help employers get a better picture of a job-seeker. A few of the most popular questions:

- Can you tell me something about yourself?
- What is your favorite school subject?
- Why do you want to work here?
- Why should I hire you rather than someone else?

The time to think of answers is before, not during, the interview.

"Give an interviewer some help," says White. "When I ask an applicant her favorite subject, I don't want her to tell me simply that she likes shop. Even though I'm pleased to find a young woman taking a nontraditional course, I want her to volunteer some additional information. Maybe she can tell me that she made some interesting projects in wood shop—a shelf for her stereo, a better mousetrap, a houseful of furniture for her parents—anything to give me more of an idea of what she's like or where I can place her."

"But keep personal business out," Jeff Lutzker cautions. "An interview is not the time to discuss family or school problems."

Carol Harty stresses attitude. She finds that employers she talks to want applicants who seem interested and enthusiastic about the job—and *say* so:

- I can learn a lot here.
- I am a hard worker.
- I can contribute.

Comments like these help an interviewer see that you plan to be a worker, not just an employee.

Unfortunately, many teenagers fail to come across this way—either during the interview or, when they do get hired, on the job. To set yourself apart from the stereotype, "You've got to prove yourself," says Harty.

7

KNOW SOMETHING ABOUT THE EMPLOYER. Ask your friends, parents, teachers, and neighbors about the place where you are going to apply. You'll be surprised what you can learn about hours, jobs, salary, the company's attitude toward dress and hair, and the product or service it provides. For additional help, try your school or public library. Knowing about a company will give you a better idea of where and how you can fit in.

As for the employer—he or she will be impressed to learn you took the time to do this. It shows you are interested in more than just a job.

8

SEND A THANK YOU NOTE. While there's no magic remark that will assure you of a job, Jim White believes a thank you note afterward has often been a critical factor in his choosing one applicant over others. "Just a few lines thanking me for my time and reminding me why the person wants to work here," he says, "often does the trick."

And for those who feel they'll never master the technique of interviewing, he adds a final bit of encouragement. "Just keep in mind that what the interviewer is really looking for is a reason to hire you. It's up to you to give it to him." ★

Before leaving home to go to an interview, review the following points on the job interview checklist.

JOB INTERVIEW CHECKLIST

( ) 1. I know something about the company and the job I am seeking.

( ) 2. I am ready to discuss my interests and qualifications.

( ) 3. I will bring my resume with me. (You will write a resume in 10th grade English.)

( ) 4. My appearance is:
  ( ) a. Clean
  ( ) b. Well-groomed
  ( ) c. Appropriately dressed

( ) 5. I am going to the interview alone.

( ) 6. I will arrive five minutes early.

( ) 7. If not introduced, I will introduce myself.

( ) 8. I will listen carefully and think before answering any question.

( ) 9. I will speak honestly and clearly.

( ) 10. I will show interest in the job.

( ) 11. I will thank the interviewer for the opportunity to meet and talk.

Notes

____

____

THE INTERVIEWER'S QUESTIONS

There is no way to determine what questions you may be asked during the interview. Some of the more common questions follow. Review them beforehand and determine how you might answer them.

- What type of work are you interested in doing?
- Why do you want to work for our company?
- What skills do you have that may be of value to our company?
- What preparation have you had for the position?
- What is your major strength?
- What is your most serious weakness?
- Why do you like the kind of work you are applying for?
- What do you want to know about our company?
- What is your attitude toward work?
- What do you know about our company?
- What hobbies do you enjoy?
- What is the title of the most recent book you read?
- What do you see yourself doing five years from now?

- What magazines do you regularly read?
- What do you do in your spare time?
- What were your grades in school?
- How many days of work or school did you miss last year?
- How did you find out about this job?
- Do you prefer to work alone or with others?

YOUR QUESTIONS

After the interviewer has gathered all the necessary information, you may be asked if you have any questions. Be prepared to ask a few questions yourself. Ask only necessary questions which have not already been answered.

ENDING THE INTERVIEW

Be aware of signs that the interview is ending. The employer or person conducting the interview may have others waiting. Such signs and times vary. Some may just stand up, shake hands, and thank you for coming for the interview. Most will expect you to say, "I have no other questions and thank you for the interview." You may follow this procedure:

1. Thank the interviewer for his or her time and for the information provided.

2. If you are interested in the position you might say, "I am sincerely interested in the position and feel that I could do a good job for you. If you need any additional information, please feel free to contact me."

3. Make sure of your next step - if another is called for.

4. Leave as soon as you are excused.

5. Thank the secretary or receptionist on your way out.

ROLE PLAYING THE INTERVIEW

Try role playing job interviews with a small group of students. Each student should have a chance to be the employer and the prospective employee, while the other students observe and then discuss the good and bad points of the interviews.

WHAT TO DO AFTER THE INTERVIEW

It is a good idea to send a short thank you note to the person who interviewed you. This is an effective way to let the employer know that you are interested in the job. Many persons have been hired because they took time to write a note. It makes you stand out from other applicants.

1. Thank you notes should be handwritten using your best penmanship. Use plain paper (preferably stationery).
2. Send it immediately after the interview. Mail it the same day of the interview.
3. Make it short and to the point. State that you are very much interested in the job.
4. Include your address and phone number for easy reference.

The following is an example of a note you might write to a prospective employer:

January 23, 1988

Dear Ms. Jones,

It was a pleasure talking with you today about the clerk's job. The position sounds very interesting and challenging; a job for which I feel qualified and one in which I'm very much interested.

Thank you for the interview. I look forward to hearing from you in the near future. I can be reached at (313) 789-2435.

Sincerely,

Joan Smith
1111 Ninth Street
Farmington, MI 48024

Two weeks after the interview, you should follow up the interview. This can be done through a phone call or short letter inquiring about the status of the job. This shows initiative on your part and that you are still interested in the job.

HOW TO OBTAIN A WORK PERMIT

All students under 18 years of age who are working need a work permit. (Exception: If you are 17 and have a high school diploma, you do not need a work permit.)

1. You must be hired for a job.
2. Obtain a Work Permit Request form from the Counseling Office.

OFFER OF EMPLOYMENT AND REQUEST FOR WORKING PERMIT

(FROM ALL MINORS UNDER 18 YEARS EXCEPT THOSE 17 YEARS OF AGE OR OVER WHO HAVE COMPLETED THE REQUIREMENTS AND RECEIVED A VALID HIGH SCHOOL DIPLOMA)

Occupational Approval No. ____________________

In compliance with the Michigan Constitution and Laws, the employer agrees not to discriminate against any applicant or employee because of race, color, religion, national origin or sex.

WORKING PERMIT DEPARTMENT

____
NAME OF SCHOOL DISTRICT

____
NAME OF EMPLOYER

____
ADDRESS OF EMPLOYER

If a working permit and age certificate is issued to:

____

APPLICANT COMPLETE THIS SECTION AND RETURN THIS FORM WITH BIRTH CERTIFICATE OR OTHER LEGAL PROOF OF AGE TO THIS SCHOOL OFFICE.

Date of Birth ____________________ SEX ________

Place of Birth ____________________
CITY, TOWNSHIP OR COUNTY AND STATE

HEIGHT	WEIGHT	COLOR OF HAIR	COLOR OF EYES

F
G
____
NAME OF FATHER OR GUARDIAN

____
MAIDEN NAME OF MOTHER

____
ADDRESS OF PARENT OR GUARDIAN

The above named employer agrees to employ said minor at $__________ per __________ (HOUR-DAY) to do the following work: ____________________ Hours of employment will be: ____________________

Our type of business is known as: ____________________
SUPERMARKET, PHARMACY, AUTOMOTIVE PARTS MFG., ETC.

BY ____________________ ________ TITLE ________ PHONE NO. ________ DATE

We will return the Working Permit to you within 5 days after the above leaves our employment.
(1) If employment is only part time such as, after school, Saturdays, and/or established vacation periods, please indicate that fact.

3. Fill in the information requested on the upper right hand corner of the form. PRINT

   Date of Birth   Sex
   Place of Birth
   Height   Weight   Color of Hair   Color of Eyes
   Name of Father or Guardian
   Maiden Name of Mother
   Address of Parent or Guardian

4. Have your employer fill in the rest of the form.
5. You must take:

   The completed form (filled in by both your employer and yourself) and
   Your birth certificate or other legal proof of age to the Board of Education Office, 32500 Shiawassee, Farmington. 477-1300. You will then receive your Work Permit.

School ____________________ ____________________ Name

EIGHTH GRADE CAREER DEVELOPMENT

____________________ Date

	Date When Completed
1. Job application completed	____________
2. Job interview or mock interview completed	____________
3. Wrote a thank you letter for the interview	____________
4. Filled out work permit form	____________
5. Examined my DAT results	____________
6. Interview with Counselor	____________
7. My tentative career goal	____________

8. When I graduate from high school, a job skill I will have is ____________.

9. A job I could obtain with this skill is ____________________

NOTE:

Numbers 1-4 to be filled out after activities in the English class.
Numbers 5-9 to be filled out with your counselor.

You will have an opportunity to receive more information on job applications and resumes in tenth grade English.

Vocational Education KNOW HOW

Learn the skills to get a JOB in a Vocational Education Class

Accounting
Advanced Display
Architectural Drafting
Auto Body
Auto Mechanics
Cosmetology
Data Processing
Dental Assisting
Diesel Mechanics
Electronics
Engineering Drafting
Floral Design & Sales
Food Service
Greenhouse & Landscaping
Machine Shop
Marketing
Medical Office Assisting
Medical Skills
Printing
Secretarial Procedures
Shorthand
Typing
Welding
Woodworking

Co-op [Work and get high school credit]

See HS curriculum guide for prerequisites.

Learn the SKILLS to live independently in Home Economics Classes

Printed By Farmington High School Lithographers

KEEPING THE JOB

Enthusiasm

You've got the job and want to make good. Congratulations! To develop a good record, you will want to:

1. Accept assignments willingly.
2. Be on time; work until quitting time; avoid absences.
3. Be helpful.
4. Be satisfied with nothing less than your best work.
5. Use initiative. Try to do things before being asked.
6. Make an effort to get along with your co-workers.

Employers say they want people who have:

Ability
Reliability
Loyalty
Enthusiasm
Dependability
Good Attendance
Cheerfulness
Perseverance
Initiative
Efficiency
Helpfulness
Get along well with co-workers

Initiative

No No!

More workers lose their jobs due to poor character qualities than to lack of skills. Some of the traits employers dislike most are:

Carelessness
Laziness
Troublemaking
Disloyalty
Irresponsibility
Misrepresentation
Unwillingness to follow rules
Absence or tardiness without good cause
Too much attention to outside interests
Too much or too little ambition
Lack of initiative
Lack of adaptability

BEST COPY AVAILABLE

Student's Name

Teacher

Hour

Help Wanted

Are you the ~~help~~ one they will want?

Farmington Public Schools

Career-Preparation Activities

Ninth Grade English

---

ed

KERS
opening for a mobile cafete- er day Qualifi- driv record neal nda- ersu Rate training Apply Mon thru Fri at arden City

ors and college d order taking e 18 Call after 559-6682

RATOR
erience Hot & 313-348-1333 ty Employer

ER
needs a keyliner experience for ed projects Call 647-8500

ERATOR
e triplex mower Rotary mower Call 533-4420

enced for small 537-2477

full time 2 to 3 t have own tools een 4-5pm 477-3481

tries Inc
Michigan has a tive O E Divi-

ENGINEER
a degree in en- perience in the of foundation ystems for s Salary range ntion Chief En- raulic Systems

MANAGER
or build- ng re- hours 647-1300

MENT
ll for qualifica- roup V P 647- EAL ESTATE

TRAINEE
n international or an individual our rental oper- ly deliver and dvancement po- mum of 2 Yrs between 10 AM 773-5302

AINEE
ional company capped is seek- manager Per- l base plus ben- ed Call for ap- 9 to 1 or 5 to 8 547-6408

e for shop in in wrapping igh commission nt 459-7722

DICURIST
potential Bir- e 646-8383

ok store sales e evenings & pm Open Book r, Livonia

ation must be 6 Mile Rd

large national cing company level adminis- inside coordi- redit functions applicant finance prefera- ortunity esume to

VP
2 in treatment esume to Com- Drug Abuse Livonia Mich

eeded to fill 5

---

500 Help Wanted

NEED WORK
During School Hours" Selling & Delivering Lunches to fine offices Must have car & be dependable 5 days per week Mon thru Fri 4 hours daily 9 AM-1 PM Apply Vassel's Catering 25099 Telegraph Rd N of 10 Mile Permanent position no summer help please

NOW HIRING
Experienced painters 5 years minimum Apprenticeship required Call between 9AM 4PM 528-3530

ONE CALL DOES IT ALL!
Place your classified want ad in
Suburban Detroit's finest market
The Observer & Eccentric Newspapers
591-0900 Wayne
644-1070 Oakland
852-3222 Rochester/Avon
Use your Visa or Master Card

PAINT MATCHER
Medium sized established manufacturing company in Northwewst area has immediate full time opening Minimum 2 yrs experience in industrial color matching Screen printing experience preferred pleasant working conditions & excellent fringe benefits Call Mr Johnson between 9AM-4PM 255-6469
Equal Opportunity Employer M F

PANEL ASSEMBLER
Must have at least 1 year experience in Panel Wiring Ability to read Electrical Blueprints Job also entails component assembly & some circuit board assembly Please reply with resumes Only to Medar, Inc 38700 Grand River Ave Farmington Hills Mi 48018

PART TIME for print shop 24 30 hours per week over 18 experience an asset but will train the right person Call 1pm to 3pm June 17th 357-4991

PHARMACIST part time 15 hrs per week plus vacations must have references retiree preferred 474-8290

PRODUCTION HELP
Applications being accepted for general production help Fast paced job offers permanent full time position Excellent opportunity for advancement Send resume to Box 732 Observer & Eccentric Newspapers 36251 Schoolcraft Rd Livonia Michigan 48150

PRODUCT PROMOTION
JOBS
FOR THE
SUMMER
CDI Temporary Services has immediate openings for RETAIL PROMOTION SPECIALISTS Assignments available all over southeastern Michigan Flexible hours good pay Must visit our Renaissance Center office for a personal interview then assignments in your area No appointments necessary
CDI
TEMPORARY SERVICES
100 Renaissance
suite 2784
259-7516 352-1005

PROMOTION
DIRECTOR

Great Oaks Mall
Rochester

Experienced Shopping Center Promo & Advertising Person Send resume & salary requirements to Bob Poris
Frankel Associates
3250 Big Beaver Rd.
Troy, Michigan 48084.

RESTAURANT MGT $12,000 Work Near Home Fast Food 5 days 50 hrs bonus benefits restaurant management experience
Ray Greene Personnel 399-142

SALES ENGINEERING ASSISTANT
An immediate opening exists at entry level for person with some Engineering background Duties will consist of providing assistance to outside sales engineers Monitoring sales inventory & schedules & assisting with market surveys Knowledge of automotive electrical equipment an advantage Troy loca-

---

500 Help Wanted

SECRETARY
National apartment management and acquisition firm is seeking a career oriented individual as leasing agent for our luxury community in Troy Related clerical communication experience and education preferred Submit resume & salary history to
OMC
4295 Okemos Road
Okemos, MI 48864

SERVICE STATION ATTENDANT
Full time days & afternoons Some mechanical & wrecker experience Apply Telegraph 12 Mile Mobile Service

SERVICE STATION ATTENDANT
help wanted Apply in person Only June 18 between 8AM-2PM, at Mobile Station corner of Merriman & Cherry Hill Westland

SKIP TRACER Collection - full or part time This is not a collection agency Experienced References required Salary commensurate with experience 689-1938

SPECIAL EDUCATORS
& HUMAN SERVICES SPECIALISTS
Are needed to become providers for group homes The provider would form a non-profit corporation to sub-contract with the state to oversee administration of group home supervise own staff and program Minimum of 2 years work experience with mentally retarded and supervising experience necessary C ents served will be serverally and pr foundly mentally retarded and may have additional medical or behavorial problems To apply please send resume to
NORTHVIL ESIDE TRA ENTH
Plac nit
me Deve nt S
41001 Rd
167

- S T THE EK -
W A VISIT TO
STEN -
Temporary assignments available for experienced Word Processing Operators Needed for the
Following applications equipment
Legal
Sales L
Marketing Xerox
Engineer
F
Redactron
Wa IBM Mag 2
Vyde ay Writer
Benefits
Call 4-0555
OLSTEN
TEMPORARY SERVICES
Word Processing Division

SUMMER JOBS
Due to branch expansion 18 positions must be filled immediately full time temporary or permanent available MANAGER TRAINEES plus STOCK DISPLAY and SERVICE openings Excellent opportunity with rapid advancement Call for appointment
453-2940
ULTRA AIR INDUSTRIES

TAILOR
Full or part time - Modern shop Somerville Contact
Mr Lapham 349-5175

TEACHER Must have Bachelors To teach Math English & Life Skills to Adults Full-time Days Start immediately Mt Clemens Call K Short 9AM-2PM Tues thru Fri Only 949-0791
An Equal Opportunity Employer

TEACHERS Elementary & Middle
Area Moraine School 14401 Haggerty Rd Plymouth Mi 48170
No Phone or Walk-ins Please

Telephone
Sales

Immediate openings for long term assignments for TELEPHONE SALES CENTER afternoon shift 4 PM to 12 30 AM Mon thru Fri or weekend shifts available Birmingham area Call between 9 AM & 5 PM Must

---

502 Help Wanted
Dental-Medical

ANN ARBOR - YPS
RN'S - LPN'S
• Immmediate Openi
• Excellent Benefi
• Ask about new informatio available on "Pool" Nursing
PRO CARE ONE.
Ann Arbor
761-1144

ASSISTANT for dental specialist office, experience preferred benefits included 357-3109

DENTAL ASSISTANT
Full time position available for an enthusiastic individual with experience in 4 handed dentistry At least 1 year experience required Benefits Westland 722-5133

DENTAL ASSISTANT - pediatric dentistry & orthodontics Full time opportunity for experienced & energetic person to practice with children Modern efficient office good hours & benefits Send resume to 2677 Elizabeth Lake Rd Suite 101, Pontiac, MI 48054

DENTAL ASSISTANT
Motivated individual for growing oral surgery practice in Novi Must have a minimum of 1 year experience as a chairside assistant in oral surgery or general dental setting Must be able to provide rec erence Benefits. Pleasant w onment Call between 9 inte 476-0800

TAL STA xperience
ary entist in Bloomfield Hills per week Please Ca r 6 P 855-3582

DE ASSI T for outstanding Office in Birmingham Bright - impeccably groomed & intere training for long term empl demanding posit Respon Box 762, Observ papers 36251 Sc t Livonia Michigan 48150

DENTA ANC NSULTANT
Mi de ng professional inter on ability t ent depth knowledge of d nsul o coordinate benefits w nd make financial arrangement Full time salary open ertin Twp Call Joanne 681-8100

DENTAL HYGIENIST
Part Time
Detroit office
871-2842

DENTAL HYGIENIST
Outstanding opportunity in area Hospital for Career-minded individual with minimum of 3 years experience and an interest in Team Dentistry & Dental Health Education This part-time position offers an excellent salary & Benefit Package Apply Employment Office 8AM-12 Noon Mon thru Fri
ST. JOSEPH MERCY HOSPITAL
900 Woodward Pontiac Mi 48053
An Equal Opportunity Employer

DENTAL OFFICE
Manager Receptionist Livonia - Farmington Area Must have had assisting experience Full time includes 1 Evening & some Saturday Call between 8-10 AM Only 477-5558

DENTAL RECEPTIONIST
Position available for full or part time receptionist who enjoys meeting new people Experience with appointment book and some knowledge of dealing with dental insurance Benefits Westland area 722-5133

DENTAL RECEPTIONIST Experienced & mature Dearborn area 565-2723

DENTAL RECEPTIONIST
part time Oak Park Experienced only must know pegboard & 2 wages 968-2256

DENTAL RECEPTIONIST
477-0087

DENTAL RECEPTIONIST full time
Newspapers 36251 Schoolcraft

EXPERIENCED ONLY
e in busy Field area
Hamona 646-2590

EXPERIENCED X-RAY TECHNICIAN Part-time Good Pay Other conditions to be discussed Call Dr Hasha 398-1180

502
De

computer for doctors Some travel involved Call between 11am-1pm for appointment 352-1567

MEDICAL OFFICE needs part time person to work 4-8PM & Sat AM Experience preferred Send resume to 7295 Sheldon Rd., Canton, MI 48187

MEDICAL RECEPTIONIST for busy Troy Dermatologist Part time (Mon Tues, Thurs 1-5 30, Sat 8 1pm) Previous experience necessary 646-1146

MEDICAL SECRETARY - surgeon's office Part time (Tues & Fri) Insurance billing experience required Next to St Joe's Hospital, Pontiac 335-3272

MEDICAL SECRETARY
for Surgeon's office in Livonia Previous experience in billing Call evenings at 851-4822

MEDICAL SECRETARY - Livonia internist, knowledge of all phases of billing, experienced need only apply
476-6100 After 5pm 349-7122

MEDICAL TRANSCRIPTIONIST
Work in your home, must be experienced working with OP, DS, HP Call Mon thru Fri 11 to 3 PM 569-8556

NURSE AIDE
experience Trenton area rate full time days 675-9490

NURSES
FULL & PART TIME
DAYS & AFTERNOON POSITIONS
New Wage Scale
Franklin Manor
Convalescent Center
26900 Franklin Rd Southfield
352-7390

NURSES
RNS and LPNS for Pontiac Nursing Center Highest paid wages in area Full time part time Contact Director of Nursing
338-7151
An Equal Opportunity Employer

NURSING ASS'T
We now have limited openings on the midnight shift for full time & part time Mature individuals who have a sincere interest in working with the elderly please apply in person at
Dorvin Convalescent Center one block so of 8 mile on Middlebelt

NURSING DIRECTOR RN
part time permanent position Public Health Care desirable Position includes assessments of current cases Some marketing Quality care
Dearborn 274-2214

OFFICE HELP wanted Chiropractic assistance insurance billing X-rays & examinations front desk telephone typing Only those with experience need apply in person only Mon Wed Zewick Chiropractic Life Center 26212 Ford Rd Garden City

PARAMEDICS and E.M.T Specialists wanted Apply in person Taylor Ambulance Service 12626 Allen Rd Taylor between 9AM-5PM Monday thru Friday Must be state licensed Full & part time positions available

PART TIME Medical Transcriptionist wanted contact Laurel 645-

DIATRIST'S OFFICE needs experienced girl for front desk Must know insurance & scheduling For appointment call 569-1335 or 349-

"POOL" NURSING
Making an Informed Choice
Get The Facts
Obtain Your Copy Now
PRO CARE ONE, INC

Southfield Livonia
569-4400 522-5755

RECEPTIONIST- MATURE Individual general surgeons office 4 days per week 1 person office flexible hours

---

502 Help Wanted
Dental-Medical

tact the Personnel Dept Mon Tues & Thurs at 661-4100 ext 272
HENRY FORD HOSPTIAL
6773 W. Maple Rd.
W. Bloomfield 48033
Equal Opportunity Employer M F H

RN - AFTERNOONS
Full time position available on the afternoon shift in skilled nursing facilities for RN interested in the challenge of geriatric nursing Excellent wage & benefits including shift differential paid health & pension plan & tuition reimbursement Contact Kay Kennedy Director of Nursing
University of Convalescent Home
28550 Five Mile Road Livonia 427-8270

RN OR LPN
FULL time afternoon and part time midnights in this modern nursing home Good starting salary Hospital insurance Come in and see Mrs Ferguson at Nightengale West, 8365 Newburgh Rd Westland near Joy
An Equal Opportunity Employer

RN - Part time for busy allergist's office Able to work flexible hours Farmington Hills area 12 Mile Orchard Lake 851-6655

RNs and LPNs
Mercy Hospital Grayling has immediate openings in O.B., O.R. & I.V. Therapy Applications are being accepted for those full & part-time positions on all shifts Planned orientation & liberal Benefit Program Contact Director of Personnel Mercy Hospital 1100 Michigan Ave Grayling Mi 49738 517-348-5461 ext 14

RN'S AND LPN'S
PART-TIME
16 to 24 hours weekly
Afternoons 3 PM to 11 PM
JEWISH HOME FOR AGED
BORMAN HALL
19100 W. 7 Mile Rd Detroit
Call Betty Kennedy RN
532-7112

RNs
LPNs
Apply in person
MEDICO'S RECOVERY
CARE CENTER
22355 W. 8 Mile Rd
3 blks W. of Lahser

RN'S LPN'S
Part-time All shifts
Livonia Nursing Center
522-8970

RNs or LPNs
Caring well maintained Westland Nursing Home has part time midnight positions open Phone for details
K Fulkerson Director of Nursing
261-9500

R.N.'S
ICU/CCU
MON THRU FRI
$12.50 PER HR
SAT & SUN
$14 PER HR

Farmington Public Schools

Career Preparation Activities

Ninth Grade English

After high school what will you be doing? One thing is almost certain -- no matter what else -- at some point in time you will be going to work. The kind of work you do will influence your life in many ways

---SO---

it is important that you
prepare for a career by

CHOICE NOT CHANCE

The key is to start planning early. It is very true that you do not have to decide exactly what you want to do right away -- or even by the time you get out of high school -- BUT you should be gaining experience and education to help you find the occupation that is BEST SUITED TO YOU. Planning can make the difference. You can plan to take college prep courses and still take appropriate classes that will provide job skills.

This booklet was designed to help you prepare for the WORK WORLD . . .

The following activities will give you an opportunity to look at your own values, interests and abilities, relate them to careers, practice filling out job applications, practice job interviews and review the procedure to obtain a work permit. On the final page you will be asked to state a career goal and list steps necessary to reach that goal.

Because you, like many persons, may obtain a job while in high school or while you are preparing for a career, you should develop some skill that is marketable -- a skill that will get you a job. Some high school classes that will help you get a marketable skill are listed on the next page. Keep them in mind when registering for your high school classes.

VOCATIONAL PROGRAMS

It is strongly suggested that you elect classes in one or more of the following areas:

HEALTH

- Medical Skills (FHS & NFHS)
- Medical Office Assistant (SWOVEC)
- Dental Office Assistant (SWOVEC)

OFFICE

- Typing I & II
- Secretarial Procedures (includes word processing)
- Shorthand
- Data Processing (SWOVEC)

MARKETING

- Marketing I
- Marketing II
- Store Operations
- Floral Design & Sales (SWOVEC)
- Visual Merchandising (SWOVEC)

TRADE & INDUSTRIAL

- Architectural Drafting
- Auto Mechanics
- Electronics
- Engineering Drafting
- Machine Tool Technology (NFHS, SWOVEC)
- Printing (FHS & SWOVEC)

COURSES AT SWOVEC

- Auto Body
- Cosmetology
- Diesel Mechanics
- Food Service
- Greenhouse
- Welding

CHECK COURSE DESCRIPTION BOOKLET FOR SPECIFIC REQUIREMENTS & PREREQUISITES

These classes will lead you to careers in

HEALTH

- Dental Assistant
- Dietary Aide
- Dietician
- Hospital Adm.
- Medical Assistant
- Medical Receptionist
- Nursing Assistant
- Practical Nurse
- Registered Nurse
- Veterinary Assistant

OFFICE

- Clerical
- Data Processing
- Receptionist
- Secretarial
- Stenographic
- Word Processing

MARKETING

- Bank Teller
- Business Adm.
- Fashion Mdsng.
- Finance & Credit
- Food Service
- Merchandising
- Real Estate
- Sales & Stock
- Tourism
- Transportation

TRADE & INDUSTRIAL

- Auto Mechanics
- Architectural Drafting
- Diesel Mechanics
- Electronics
- Engineering Drafting
- Engineering
- Food Service
- Greenhouse Maintenance
- Machine Trades
- Printing
- Welding
- Woodworking

COOPERATIVE EDUCATION

You can prepare yourself to be eligible for Co-op Programs in the 11th and 12th grades by taking classes in 9th and 10th grades that will qualify you for Co-op and the job market. One full credit is received for Co-op for each semester completed on the program. An additional credit may be earned in the summer.

TESTING YOUR CAREER PLANNING KNOWLEDGE

The following quiz, taken from one used in the American College Testing Nationwide Study of Student Career Development, is designed to help you assess your knowledge of career planning. The answers to some of the questions may surprise you.

Circle the answer you think is correct.

T F 1. Most people have the ability to do well in any job if they set their minds to it.

T F 2. Except for the income it provides, your job has little influence on your way of life.

T F 3. The average American spends more waking time in work-related activities (including homemaking) than any other activity.

T F 4. There is only one "right job" for you in terms of your ability.

T F 5. Most persons remain in the same job throughout their adult lives.

T F 6. The typical American will work in more than four completely different occupations during his or her lifetime.

T F 7. Few women work outside of the home after marriage.

T F 8. Apprentices are paid while they learn.

T F 9. The Michigan Employment Security Commission provides free information about job openings and job training programs.

T F 10. Over two-thirds of all existing job openings do not require a college degree.

T F 11. Programs at 2 year community colleges are limited to students who want to transfer to 4 year colleges.

T F 12. Entering an occupation is the only way you can learn whether you might like it.

T F 13. The earlier you choose your life's work the better.

T F 14. Women now are working at jobs which were once held only by men.

TESTING YOUR CAREER PLANNING KNOWLEDGE (cont'd.)

15. What will the labor force probably be like 10 years from now?
    A. Most jobs will require 4 or more years of college.
    B. There will be a greater percentage of jobs for unskilled workers.
    C. There will be a greater percentage of jobs for those with technical skills acquired beyond high school.

16. Which one of the following is the best way to begin career planning?
    A. Look at what is available on the job market.
    B. Take tests to find out what you should do.
    C. Decide what it is you consider most important in life.

17. If you are interested in so many occupations you cannot make up your mind, you should first-
    A. Try out as many jobs as you can.
    B. Try one and if you like it, stick with it.
    C. Find out more about what each occupation is like.

18. Which of the following is probably the best way for you to find out whether you would like the work of a carpenter?
    A. Ask a counselor.
    B. Talk to a building contractor.
    C. Get "hands on" experience through various adult education courses or work experience.

Discuss answers with the class.

ANSWER KEY TO TRUE-FALSE TEST

"Testing Your Career Planning Knowledge"

1. FALSE. Many jobs demand a mastery of specific skills: obviously this bars a large number of people who may never be able to acquire such skills from success in such an occupation.

2. FALSE. People's jobs may influence where they live, with whom they associate, what they do for recreation.

3. TRUE. The average American spends a great deal of time either at work or in work-related activities. It is typical to spend more time at work than with your family or in relaxation. Thus, when you consider the answers to Questions 2 and 3 together, you can see that you should plan your vocational life rather than letting it fall to fate.

4. FALSE. Your abilities may qualify you for several jobs which may or may not be similar. In addition, it is more the rule than the exception that your interests will change during your life, resulting in different preferences in work.

5. FALSE. The average person will change jobs at least six times during his lifetime. Frequently a change in jobs will require the acquisition of new skills and/or a need for additional training. Planning in advance will certainly facilitate such changes.

6. TRUE. This is actually another way of looking at Question 5. Not only do people change jobs, in which they perform basically the same functions but for different employers, but more frequently than you might have expected, people change occupations, in which they perform different functions for the same or different employers.

7. FALSE. Many women continue to work after marriage: also, many return to the work force after child-rearing. In 1981, 62% of American women between the ages of 18-64 were employed outside the home. Over 90% of the girls in high school now will work outside the home for a part or most of their lives. The average woman today can expect to work for an average of 25 years. About five out of ten adult women are either single, widowed, divorced or separated from their husbands and are, therefore, responsible for their own financial support.

8. TRUE. Apprentices are paid a percentage of current journeyman's wages, making this a type of training which pays you, rather than the more typical instance where you pay for training.

9. TRUE. Beside those items mentioned, MESC also provides free occupational testing, employment counseling, and assistance in job placement.

10. TRUE. The employment trend to 1985 indicates that as few as one-fourth of all job openings will require college training, despite the popular belief that "you need a college education these days". You should consider your goals very carefully before undertaking a venture as long and expensive as going to college may be.

11. FALSE. Community Colleges now emphasize skill training for immediate employability, as well as academic programs. They offer a wide range of programs. They offer a wide range of programs to all segments of the populations.

12. FALSE. There are a number of ways to determine whether you would like a particular occupation: reading, talking with persons in the field, and actual "hands on" experiences are among them.

13. FALSE. Establishing a fixed pattern may not account for future opportunities and interests. Becoming too rigid may amount to "vocational death" or stagnation.

14. TRUE. Not only does the ending of discriminatory hiring practices enable a more efficient use of human resources, it also allows individuals to follow their own interests in a more fulfilling way.

15. C. The skill requirements for jobs rises each year due to advancing technology. While there will be numerical growth in almost all occupational categories, the proportion of people in them will change quite a bit. The greatest growth in proportion will occur in professional and technical occupations. Put another way, your chances of success are far better if you have a needed vocational skill, but this does not necessarily mean going to college.

16. C. Determining your desires should be the starting point: the other steps mentioned will add direction to this.

17. C. Good decision making is based on a broad range of knowledge, and there are many ways to get it. While gaining practical experience by actually doing a job is obviously very desirable, it is not always possible or practical. And when you have many interests, reading can provide much of the information you will need.

18. C. Having narrowed the field down to one interest, the practical experience of working as a carpenter's helper is ideal. Or often you can find a course in adult education, community college, or life-long education programs that will enable you to get such experience without leaving your present job.

If you miss 1 or 2 you are a Champ! 3 or 4, very good; 5 or more, you've got a lot to learn.

Name ______________________________

Date __________________

CAREERS

Pre - Test Post - Test

If you had to choose this minute what you wanted to do, what would your choice be?

1. What do you think you would do on this job?

2. What education or training would you need for this job?

3. How much money do you think you would receive per hour ____________

month ____________ or year ____________?

4. Where would your work be located and what would the working conditions be like?

5. Where can you find out more about this job? (Other sources of information)

6. Will this job be in existence 5-10-15 years from now?

WHY DO PEOPLE WORK?

WHAT DO YOU GET FROM WORKING OTHER THAN THE OBVIOUS ANSWER, MONEY?

ENJOY THE PEOPLE YOU WORK WITH?

ENJOY THE KIND OF WORK YOU DO?

FEELING OF PRIDE AND ACCOMPLISHMENT?

REWARDS OF WORKING

The rewards of a job or career include anything that makes you feel good or satisfied from doing that job. Identify which rewards you would like from a job by completing the following:

Mark the following statements according to this key:

1. This is very important to me.
2. This is important to me.
3. This is not important to me or doesn't really matter.

---

1. _____ I want work which makes good use of my abilities.

2. _____ I want an occupation that could give me a feeling of accomplishment.

3. _____ I want to work where I would be busy all of the time.

4. _____ I want a job that could provide me with the opportunity for advancement.

5. _____ I want to work where I could direct others.

6. _____ I want a job where the company has a reputation for good employee treatment.

7. _____ I want my pay to compare well with that of other workers.

8. _____ I would want co-workers who are friendly.

9. _____ I want to work where I could try out some of my own ideas.

10. _____ I would like to be able to work alone.

11. _____ I would like to get recognition for the work I do.

12. _____ I would like to make decisions on my own in my work.

13. _____ I would like a job that provides for steady employment.

14. _____ I would like to work where I could be "somebody" in the community.

15. _____ I would like to work where I could do things for other people.

16. _____ I would like to work where a boss encourages workers to suggest improvements.

17. _____ I would like to work where I would get good on-the-job training.

18. _____ I would like an occupation where I could do something different every day.

19. _____ I would like to work where there are good working conditions.

20. _____ I would like an occupation where satisfactions other than money are most important.

21. _____ I would like an occupation where I set my own hours.

22. _____ I would like an occupation where success depends on how much I put into my work.

Students will briefly describe the reasons for selecting rewards and discuss them.

YOUR VALUES AFFECT THE DECISIONS YOU MAKE AND THE CAREER YOU EVENTUALLY CHOOSE.

WHAT DO I VALUE IN LIFE AND WHAT DO I WANT OUT OF A CAREER?

How do you value the following? Rank each concept or value according to this key:

1. This is *very* important to me.
2. This is important to me.
3. This is not important to me or doesn't matter.

---

1. _____ Achievement (accomplishment; results brought about by making up one's mind and sticking to a task until it is finished)
2. _____ Autonomy (the ability to be a self-determined individual; make your own choices; have personal freedom; be your own boss)
3. _____ Creativity (the creating of new ideas and designs; being innovative)
4. _____ Emotional Well-Being (peace of mind; inner security and ability to handle inner conflicts)
5. _____ Health (being in good physical and mental condition)
6. _____ Honesty (being your genuine self with those around you and having them be open and themselves with you)
7. _____ Income (money received for your time and services to buy the things you want)
8. _____ Justice (treating others fairly and impartially and being treated the same way yourself)
9. _____ Loyalty (maintaining allegiance to a person, a group, or an institution)
10. _____ Morality (believing in and keeping ethical standards; personal honor and integrity)
11. _____ Need to Help Others (having a regard for or a devotion to others; having the interests of others at heart)
12. _____ Physical Appearance (concern for one's attractiveness; being neat, clean, well-groomed)
13. _____ Pleasure (getting satisfaction, gratification, or joy from what you do)
14. _____ Power (having authority or influence over others)
15. _____ Skill (being able to use one's knowledge effectively; being good at doing something important to yourself and others)
16. _____ Wisdom (having mature understanding, insight, good sense, and judgment)

FROM THE ABOVE LIST, WRITE DOWN YOUR TOP THREE VALUES.

1. ______________________________
2. ______________________________
3. ______________________________

DISCUSS RESULTS IN CLASS.

96

STUDENT DESCRIPTIVE SUMMARY

I. ABILITIES

What are your abilities? Abilities are what you can do. Rate your abilities using the following chart.

	I'm very good in these areas:	I'm average in these areas:	I have no experience, don't know, or don't seem to do well:
Verbal			
Writing			
Mathematical			
Mechanical/Fixing			
Musical			
Clerical			
Artistic			
Creative			
Social			
Athletic			

II. INTERESTS

A. Data - People - Things

All jobs relate to working with either data (information), people or things. What mixture of these would you like in the work you want to do?

	I like much work activity with:	I like average work activity with:	I like little work activity with:
Data			
People			
Things			

B. Types of Jobs

Read the description of the six types of jobs and check (✓) the ones that you might like.

_____ BUSINESS AND CLERICAL: These include careers in business management, marketing, finance, sales and promotion as well as secretarial, clerical and data processing.

_____ HUMANITIES AND HUMAN RELATIONS: These include careers in education and human welfare, the political and social sciences, law, literature and philosophy, visual and performing arts, and sports.

_____ MEDICAL AND RELATED SERVICES: These include careers in the physical and psychological aspects of human and animal health as well as technical support services.

_____ PERSONAL AND PROTECTIVE SERVICES: These include careers in improving the personal appearance of and attending individuals and animals as well as protecting persons and property. It includes food services and cosmetology.

(Types of jobs - continued on next page)

_____ SCIENCE, MATHEMATICS AND ENGINEERING: These include careers in the physical and biological sciences, mathematics, engineering, engineering technology and design, and electronics, as well as the scientific aspects of agriculture and forestry.

_____ TRADES AND INDUSTRY: These include careers in crafts, trades, technical and non-technical areas of industry, agriculture, transportation, drafters, machine operators, mechanics, printers, and welders.

III. TEMPERAMENTS

The types of personal adjustment that you will be required to make on a job will have an effect on the career you plan to enter. What types of personal adjustment are you willing to make?

I am most comfortable in work situations that involve:

_____ ACCURACY: In these situations you would precisely follow established rules and specifications to meet set limits, tolerances or standards.

_____ CREATIVITY: In these situations you would express your own original ideas to produce something new.

_____ DIRECTING: In these situations you would plan and organize work and give instructions to others.

_____ EVALUATION: In these situations you would make decisions and judgments based on your five senses (seeing, hearing, smelling, tasting, touching) and past experiences.

_____ INTERACTION: In these situations you would have to deal cooperatively and effectively with people.

_____ LOGIC: In these situations you would use logical step-by-step procedures to complete tasks or analyze and solve problems based upon accurate information.

_____ PERSUASION: In these situations you would work with people to get them to do something.

_____ REPETITION: In these situations you would work at the same task for long periods of time.

_____ STRESS: In these situations you would have to take risks and react effectively to unexpected events.

_____ VARIETY: In these situations you would use different skills at different times to do different things.

IV. EDUCATIONAL GOAL

What levels or types of education are you willing to complete to enter a career field?

_______ less than a high school diploma

_______ on-the-job training

_______ high school

_______ high school with specific vocational training

_______ private vocational school training

_______ community college training

_______ apprenticeship training

_______ four-year college training

_______ a graduate degree

_______ a professional degree

_______ don't know

V. CAREER GOAL

Have you ever thought of yourself in some specific work? ____________________
List careers that you have considered.

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

VI. MISCELLANEOUS INFORMATION

What do you know about your personal self that would affect the type of job you would do best? (Example: I like to work alone.)

____

____

____

____

PARENT OBSERVATIONS

Dear Parent:

Your son/daughter is now doing some Career Preparation Activities in English class. These are being taught cooperatively by an English teacher and a counselor. The students are gathering and sorting information about themselves as in the three previous pages.

Would you discuss your child's abilities, interests, temperaments and goals with him/her?

I feel ____________________ has the following abilities, interest
Student's name
or temperaments which she/he overlooked:

____

____

____

I think he/she is realistic in her/his observations and goals for himself/herself. Yes _____ No _____

Comments: ____

____

Do you feel the activities in this booklet are meaningful to your child's career development? Yes _____ No _____

What topics do you think should be:

Added? ____

Taken Out? ____

Thank you for your help.

P.S. May we call upon you to share your career experiences with our class? Yes _____ No _____ Telephone No. ____________

____
Date Parent Signature

Counselors will take students through the MOIS Structured Search and demonstrate the microfiche readers.

MOIS SEARCH WORKSHEET

NAME ______________________ DATE ________

Directions (Computer)

After recording your answers to the MOIS *Structured Search* questions, take this worksheet to a computer terminal that accesses the MOIS Program. Follow the instructions presented by the computer.

Directions (Microfiche)

After recording your answers to the MOIS *Structured Search* questions, place this worksheet on the MOIS *Scan Sheet*, lining up the heavy black lines.

1. While sliding the worksheet down:
   - A. Match *only* the areas that you checked in row 2.
   - B. Only 1 letter need be common to both the scan sheet and worksheet for a match in each checked area.
   - C. In section "C", *all* areas that you selected must appear on the scan sheet.
   - D. Record as you go numbers and titles for any MOISCRIPTS that match in all areas that you checked.
2. To access occupational and educational information for any of these MOISCRIPTS go to the microfiche indicated on the MOIS *Scan Sheet* or refer to the MOIS *Microfiche/Computer Index*.

1	2	3	4	5	6	7
I	A	S	C	W	E	T
Interests	Areas of Work	Physical Strengths	Physical Capabilities	Working Conditions	Educational Levels	Temperaments

Row 1 Record you MOIS Search choices here.

Row 2 Check your most importa choices here.

Record information about MOISCRIPTS here

MOIS #	MOISCRIPT TITLE	FICHE #

Record education and training information on the back

Explore three careers using MOIS and other resources in Career Information Center. Record information on next three pages. You will need to schedule yourself to use the MOIS microfiche reader more than once.

NAME ______________________________ MOIS OCCUPATIONAL EXPLORATION SHEET I

DATE ____________________ HOUR ________

OCCUPATION ___________________________
(Job Title)

This occupation deals mainly with: (Circle)

PEOPLE OR ANIMALS THINGS DATA/IDEAS

Tasks and duties for this occupation are ____

____

____

Skills necessary for this occupation are ____

____

____

Advantages (things you would like about the job) are ______________________________

____

Disadvantages (things you would not like about this job) are _______________________

____

Average starting salary ____________ Salary after five years __________

Job outlook for the next ten years: ____

____

Education or Training Beyond High School: ______________________________________

____

High School Courses Needed: ____

____

Miscellaneous: (Unusual working conditions, etc) ____________________________________

____

____

NAME ______________________________ MOIS OCCUPATIONAL EXPLORATION SHEET II

DATE ____________________ HOUR ________

OCCUPATION ____________________________
(Job Title)

This occupation deals mainly with: (Circle)

PEOPLE OR ANIMALS THINGS DATA/IDEAS

Tasks and duties for this occupation are ____

____

____

Skills necessary for this occupation are ____

____

____

Advantages (things you would like about the job) are ____________________________

____

Disadvantages (things you would not like about this job) are _____________________

____

Average starting salary______________ Salary after five years ___________

Job outlook for the next ten years: ____

____

Education or Training Beyond High School: _______________________________________

____

High School Courses Needed: ____

____

Miscellaneous: (Unusual working conditions, etc) ________________________________

____

____

NAME ______________________________ MOIS OCCUPATIONAL EXPLORATION SHEET III

DATE ____________________ HOUR ________

OCCUPATION ________________________
(Job Title)

This occupation deals mainly with: (Circle)

PEOPLE OR ANIMALS THINGS DATA/IDEAS

Tasks and duties for this occupation are ______________________________

____

____

Skills necessary for this occupation are ______________________________

____

____

Advantages (things you would like about the job) are ____________________

____

Disadvantages (things you would not like about this job) are ______________

____

Average starting salary ______________ Salary after five years __________

Job outlook for the next ten years: ____________________________________

____

Education or Training Beyond High School: _____________________________

____

High School Courses Needed: ____

____

Miscellaneous: (Unusual working conditions, etc) ________________________

____

____

LIKE LIST

The purpose of this activity is to help you take a look at your interests and likes in a very systematic manner.

1. Cover the right side of the Like List to hide the 15 categories.

2. Fill out the list of things you like to do--try to get 20. You will not be asked to share this list with any other student. Allow plenty of time to fill it out (15 min.?)

3. Uncover the paper. Place a check in column marked "alone" next to those things you have listed that you usually do alone.

4. Continue in like manner for the remaining 14 categories. Use the following explanations:
   people -- usually done with other people.
   risk -- means there is some danger to you or loss of something of value when you engage in it.
   10 years -- means anything you might still be doing in 10 years.
   make money -- anything you do today you could make money at.
   other categories are self explanatory.

5. Tabulate the number of check marks in each column.

6. Notice relationship between the numbers with your likes and dislikes. Any number over 15 is very significant, between 10 - 14 is an important part of you. Less than 3 is not an important part of you.

   For example: If you have 11 items "outside" that might indicate at this point in your life you are happier outside and you might like to think about looking at a job that takes place out-of-doors (note all the qualifiers!)

THINGS I LIKE TO DO	alone	people	body	mind	outside	inside	risk	skill training	10 years	make money	help others	read books	art, music	numbers	science
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															
Totals															

Circle the 3 categories with the highest totals.
What does this tell me about myself? Keep these likes in mind as you explore career possibilities.

Name ____________________

LIKE LIST - HOMEWORK ASSIGNMENT

Directions: Today we wrote our list of things we like to do. We also tabulated those likes into categories. Listed below are some "thoughtful" unfinished sentences as they relate to the activity we did in class. Complete the sentences. Think about them before you write. Do not discuss your sentences with others. They should relate to your findings on the Like List.

1. I learned that I ....

2. I was surprised that I ....

3. I enjoyed ....

4. I never knew that ....

5. I plan to find out more about ....

6. I wonder what would happen if ....

7. I wonder if I'll ....

INSTRUCTIONS FOR WRITING STUDENT PROFILE

I. DESCRIPTION - This is a paper about yourself--and no one is more qualified to write about you than you. Your profile should be a summary of what you know about yourself in relation to career possibilities. It should be an honest look at yourself--your interests, abilities, likes and dislikes, and strengths and weaknesses--everything that can affect your choice for a career. Be honest. Do include your weak points as well as your strong points. You should include information from the following sources:

A. MOIS Structured Search p. 15
B. Student Descriptive Summary p. 11
C. Like List Statements p. 21
D. School Grades

II. INSTRUCTIONS - You cannot expect to take a sheet of paper and begin to write your profile. You will need time and effort. Listed below are the steps you should follow in preparing to write your profile.

A. Look at some of the work you have done in class--the results of the MOIS Structured Search, the Student Descriptive Summary and Like List Statements. Decide what they say about you.

B. Before writing your profile, make an outline using these headings: Interests p. 11, Abilities p. 11, Weaknesses p. 11, Likes p. 20-21, Dislikes. THIS IS THE MOST IMPORTANT STEP OF YOUR PROFILE. TAKE TIME - BE COMPLETE. THIS OUTLINE WILL SERVE AS THE WORKSHEET FROM WHICH YOU WILL WRITE YOUR PAPER.

C. Begin writing your rough draft. Write on every other line so that you can make corrections easily. Choose one interest area that you have listed under the MOIS Structured Search. Now look at the rest of the outline and find statements that either support or oppose this interest area. (It might be a good idea to go back through the Structured Search and jot down some of the actual choices that you made on the search that relate to a particular interest.) Include everything you think could affect your choice of a career and your chances of success at it. On the next page you will find an example of a paragraph from a profile.

"The MOIS Structured Search showed that my main interest is in something like Fisheries and Wildlife Specialist. I think this is quite true. Looking over Worker Requirements and Working Conditions, I discovered that I truly would enjoy "working outdoors, communicating ideas to others, enforcing fish and wildlife laws and surveying fish and wildlife to determine their living conditions, feeding, and breeding habits." All of these activities are related to the outdoors. I have always loved being outside. I can think of nothing worse than being cooped up inside for a long period of time. I like a lot of physical activity and am very good at it. I play baseball and basketball. As I grew up, I spent each summer camping in the Upper Peninsula and really enjoyed it. My favorite time was at night--sitting by the campfire, watching the flames, and listening to the sound of the woods. I get good grades in science and am especially interested in the study of the earth. A career possibility for me in this area might be a Fisheries and Wildlife Specialist."

D. Discuss your rough draft with me.

E. Write your final paper. Since you will have ample time to work on this, I expect a good paper. I will be looking for:

   1. Some evidence of thought on your part
   2. General "good English"--correct spelling, punctuation and grammar

F. Compare your profile in the final paper with your profile in the MOIS Structured Search. Have you changed? If you have, you may want to take your new ideas about yourself and your interests and take a new MOIS Structured Search to see what occupations match your new profile.

JOB APPLICATIONS

AND

JOB INTERVIEWS

As you begin to look for part-time jobs now or full-time jobs upon graduation from high school or college how you fill out the job application often decides whether you will get an interview. How you handle the job interview will decide whether you get the job or not. The activities on the next few pages will give you the background to get the job.

REVIEW - FILLING OUT JOB APPLICATIONS

It is important to fill out an application correctly. All parts of the application must be filled out completely in order to create a GOOD FIRST IMPRESSION. That GOOD FIRST IMPRESSION often decides whether or not you will get a job interview.

Before you go on an interview fill out a 3x5 card which can be carried in your billfold. This should include your employment record and personal references on it. It is easy to look up the information once (using the telephone directory) and put it on the card. Then you will not have to look it up each time you fill out an application. It will save time, and make you look more efficient and prepared, to take the card out of your wallet and transfer the information to the application blank.

On the blank side of the 3x5 card put your name, social security number, and driver's license number when you have one, and your employment record. If you have worked, give the full name of the company, number and name of the street, city, state, and zip, and the phone number of all past and present jobs.

On the lined side list 3 personal references. Three is the usual number requested on an application. You can use adults for whom you have worked (babysitting, yard work, volunteer work, etc.) or adult friends as references. Do not use relatives or friends your own age. Again, put the full name of the person, number and name of the street, city, state, and zip, and phone number. You should ask these persons if you can use them as references before listing their names and addresses on applications. Put the card in your wallet.

Name: Linda Johnson

Social Security No: 323-52-7331

Driver's License No: C 630 546 393 750

EMPLOYMENT RECORD

Smith & Jones, Inc.	46123 Industrial Park Dr. Farmington, MI 48024	474-1659
Landmark Restaurant	32455 Grand River Ave. Farmington, MI 48024	474-1158

PERSONAL REFERENCES

Mrs. Cynthia Mason	Harrison High School 29995 W. 12 Mile Rd. Farmington, MI 48018	477-3318
Mrs. Mary Landers	Landmark Restaurant 32455 Grand River Ave. Farmington, MI 48024	474-1158
Mrs. William Saunders	Smith & Jones, Inc. 46123 Industrial Park Dr. Farmington, MI 48024	474-1659 ext.10

APPLICATION BLANK

Now you are ready to fill out an application blank. Print neatly and answer every question so the employer will not think you skipped it. Use either a blue or black pen. Use the abbreviation N/A which stand for non-applicable when a question does not apply to you personally. For example, most of you have not served in the U.S. Military, so you need to put N/A on the first line only of that section, since it does not apply to you. Notice how easy it is to complete the application with the information from the 3x5 card.

APPLICATION FOR EMPLOYMENT

An Equal Opportunity Employer

"Discrimination in employment because of sex, race, color, religion, or national origin is prohibited. Notification of such discrimination may be made to the Michigan Civil Rights Commission, the Equal Employment Opportunity Commission, or the Federal Communications Commission."

SOURCE N/A

PLEASE PRINT

MALE ☐

FEMALE ☒

DATE June 15, 1982 HAVE YOU APPLIED BEFORE no POSITION DESIRED Receptionist - Typist

NAME Johnson (LAST) Linda (FIRST) (MIDDLE) IF MARRIED (MAIDEN NAME)

ADDRESS 11522 Walden (NUMBER AND STREET) Farmington, (CITY OR TOWN) Michigan (STATE) 48024 (ZIP CODE)

TELEPHONE 474-3648 ALTERNATE TELEPHONE SOC. SEC. NO. 323-52-7331

DATE OF BIRTH* 11-14-64 HEIGHT 5'6" WEIGHT 120 PRESENT AGE* 17

SINGLE ☒ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED ☐ ARE YOU A U.S. CITIZEN? yes

NAME OF PARENTS James and Susan Johnson THEIR ADDRESS 11522 Walden, Farmington, MI

HUSBAND OR WIFE'S FIRST NAME N/A AGES OF YOUR CHILDREN, IF ANY

HOW LONG HAVE YOU LIVED IN THIS CITY? 11 yrs. DO YOU LIVE WITH HUSBAND ☐ WIFE ☐ PARENTS ☒ IF OTHER SPECIFY

ARE YOU WILLING TO WORK EVENINGS? no SATURDAYS? yes SUNDAYS? no HOLIDAYS? no

ANY PHYSICAL DEFECTS? YES ☐ NO ☒ IF SO, PLEASE SPECIFY

NERVOUS DISORDERS YES ☐ NO ☒ DIABETES YES ☐ NO ☒ COLOR BLIND YES ☐ NO ☒ AFFECTED BY HEIGHTS YES ☐ NO ☒

EXCEPT AS DIRECTED BY A PHYSICIAN, HAVE YOU EVER USED NARCOTICS, DEPRESSANTS, HALLUCINOGENS, OR SIMILAR DRUGS? YES ☐ NO ☒

RESIDENCE ADDRESSES LAST 5 YEARS

DATE FROM	DATE TO	ADDRESS	CITY	STATE
		same as above		

EDUCATION

	NAME OF SCHOOL	ADDRESS	COURSE	YEARS ATTENDED	LEFT MO. YR.	DID YOU GRADUATE?
HIGH SCHOOL	Best High School	32000 W. 10 Mile Rd.	TOPS	3		
COLLEGE OR OTHER		Farmington, MI 48024				

PLEASE CHECK TRAINING OR EXPERIENCE IN TYPING ☒ SPEED 50 wpm SHORTHAND ☐ SPEED BUSINESS MACHINES ☒

EXPERIENCE IN U.S. ARMED FORCES

BRANCH OF SERVICE	DATE ENTERED	DATE DISCHARGED	HIGHEST RANK OR RATING	SPECIAL TRAINING RECEIVED
N/A				

INDICATE TYPE OF DISCHARGE HONORABLE ☐ DISHONORABLE ☐ OTHER ☐ PRESENT DRAFT CLASSIFICATION

* THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 PROHIBITS DISCRIMINATION BECAUSE OF AGE.

EMPLOYMENT RECORD

LIST LAST JOB FIRST

EXACT FIRM NAME Smith & Jones, Inc.	TYPE OF WORK Typist	STARTED MO.	YR.	LEFT MO.	YR.	LAST WEEKLY EARNINGS
COMPLETE ADDRESS 46123 Industrial Park Dr.	CITY STATE Farmington, MI 48024	2	82	present		$80.00
WHY DID YOU LEAVE? still working	YOUR NAME THEN IF DIFFERENT	IMMEDIATE SUPERVISOR Mr. Robert Smith				

EXACT FIRM NAME Landmark Restaurant	TYPE OF WORK Hostess	STARTED MO.	YR.	LEFT MO.	YR.	LAST WEEKLY EARNINGS
COMPLETE ADDRESS 32455 Grand River Ave.	CITY STATE Farmington, MI 48024	9	81	1	82	$60.00
WHY DID YOU LEAVE? Co-op job	YOUR NAME THEN IF DIFFERENT	IMMEDIATE SUPERVISOR Mrs. Jennifer Cain				

EXACT FIRM NAME	TYPE WORK	STARTED MO.	YR.	LEFT MO.	YR.	LAST WEEKLY EARNINGS
COMPLETE ADDRESS	CITY STATE					
WHY DID YOU LEAVE?	YOUR NAME THEN IF DIFFERENT	IMMEDIATE SUPERVISOR				

PERSONAL REFERENCES (NOT RELATIVES)

NAME	ADDRESS	TELEPHONE NUMBER	OCCUPATION
Mrs. Cynthia Mason, HHS	29995 W. 12 Mile Rd., Farm,MI	477-3318	Counselor
Mrs. Mary Landers	32455 Grand River, Farm., MI	474-1158	Manager

NAME OF FRIEND OR RELATIVE IN COMPANY None DEPARTMENT

CAN YOU DRIVE A CAR WITH STANDARD SHIFT? YES ☐ NO ☒ AUTOMATIC? YES ☒ NO ☐

DRIVER LICENSE NUMBER C 650 546 393 750 WHAT STATE? Michigan

HAS YOUR LICENSE EVER BEEN SUSPENDED? no REVOKED? no WHEN?

STATE REASON

HAVE YOU HAD ANY MOVING VIOLATIONS IN THE PAST THREE YEARS? no

HAVE YOU EVER BEEN CONVICTED OF ANY VIOLATION OF THE LAW OTHER THAN MINOR TRAFFIC VIOLATIONS? IF SO, EXPLAIN FULLY

no

I AGREE THAT, IN CONSIDERING MY APPLICATION FOR EMPLOYMENT, THE COMPANY MAY CONDUCT ANY INVESTIGATION THAT IT DEEMS NECESSARY, INCLUDING VERIFICATION OF MY PRIOR EMPLOYMENT HISTORY, EDUCATION, AND REPUTATION IN THE COMMUNITIES WHERE I HAVE RESIDED. ANY FALSE STATEMENT, MISREPRESENTATION, OR FAILURE TO DISCLOSE PERTINENT INFORMATION AT ANY POINT IN THE EMPLOYMENT PROCEDURE MAY BE SUFFICIENT TO DISQUALIFY ME FOR EMPLOYMENT OR, IF EMPLOYED, MAY RESULT IN MY DISMISSAL.

APPLICANT'S SIGNATURE Linda Johnson DATE June 15 1982

APPLICATION FOR EMPLOYMENT

An Equal Opportunity Employer

"Discrimination in employment because of sex, race, color, religion, or national origin is prohibited. Notification of such discrimination may be made to the Michigan Civil Rights Commission, the Equal Employment Opportunity Commission, or the Federal Communications Commission."

SOURCE ____________

PLEASE PRINT

MALE ☐

FEMALE ☐

DATE ____________ 19 ____ HAVE YOU APPLIED BEFORE ____________ POSITION DESIRED ____________

NAME ____________ LAST ____________ FIRST ____________ MIDDLE ____________ IF MARRIED ____________ MAIDEN NAME

ADDRESS ____________ NUMBER AND STREET ____________ CITY OR TOWN ____________ STATE ____________ ZIP CODE

TELEPHONE ____________ ALTERNATE TELEPHONE ____________ SOC. SEC. NO. ____________

DATE OF BIRTH* ____________ HEIGHT ____________ WEIGHT ____________ PRESENT AGE* ____________

SINGLE ☐ MARRIED ☐ SEPARATED ☐ DIVORCED ☐ WIDOWED ☐ ARE YOU A U.S. CITIZEN? ____________

NAME OF PARENTS ____________ THEIR ADDRESS ____________

HUSBAND OR WIFE'S FIRST NAME ____________ AGES OF YOUR CHILDREN, IF ANY ____________

HOW LONG HAVE YOU LIVED IN THIS CITY? ____________ DO YOU LIVE WITH HUSBAND ☐ WIFE ☐ PARENTS ☐ IF OTHER SPECIFY ____________

ARE YOU WILLING TO WORK EVENINGS? ____________ SATURDAYS? ____________ SUNDAYS? ____________ HOLIDAYS? ____________

ANY PHYSICAL DEFECTS? YES ☐ NO ☐ IF SO, PLEASE SPECIFY ____________

NERVOUS DISORDERS YES ☐ NO ☐ DIABETES YES ☐ NO ☐ COLOR BLIND YES ☐ NO ☐ AFFECTED BY HEIGHTS YES ☐ NO ☐

EXCEPT AS DIRECTED BY A PHYSICIAN, HAVE YOU EVER USED NARCOTICS, DEPRESSANTS, HALLUCINOGENS, OR SIMILAR DRUGS? YES ☐ NO ☐

RESIDENCE ADDRESSES LAST 5 YEARS

DATE		ADDRESS	CITY	STATE
FROM	TO			

EDUCATION

	NAME OF SCHOOL	ADDRESS	COURSE	YEARS ATTENDED	LEFT MO.	YR.	DID YOU GRADUATE?
HIGH SCHOOL							
COLLEGE OR OTHER							

PLEASE CHECK TRAINING OR EXPERIENCE IN TYPING ☐ SPEED ____________ SHORTHAND ☐ SPEED ____________ BUSINESS MACHINES ☐

EXPERIENCE IN U.S. ARMED FORCES

BRANCH OF SERVICE	DATE ENTERED	DATE DISCHARGED	HIGHEST RANK OR RATING	SPECIAL TRAINING RECEIVED

INDICATE TYPE OF DISCHARGE HONORABLE ☐ DISHONORABLE ☐ OTHER ☐ PRESENT DRAFT CLASSIFICATION ____________

* THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 PROHIBITS DISCRIMINATION BECAUSE OF AGE.

EMPLOYMENT RECORD

LIST LAST JOB FIRST

EXACT FIRM NAME	TYPE OF WORK	STARTED MO. YR.	LEFT MO. YR.	WEEKLY EARNINGS
COMPLETE ADDRESS	CITY STATE			
WHY DID YOU LEAVE?	YOUR NAME THEN IF DIFFERENT	IMMEDIATE SUPERVISOR		

EXACT FIRM NAME	TYPE OF WORK	STARTED MO. YR.	LEFT MO. YR.	LAST WEEKLY EARNINGS
COMPLETE ADDRESS	CITY STATE			
WHY DID YOU LEAVE?	YOUR NAME THEN IF DIFFERENT	IMMEDIATE SUPERVISOR		

EXACT FIRM NAME	TYPE WORK	STARTED MO. YR.	LEFT MO. YR.	LAST WEEKLY EARNINGS
COMPLETE ADDRESS	CITY STATE			
WHY DID YOU LEAVE?	YOUR NAME THEN IF DIFFERENT	IMMEDIATE SUPERVISOR		

PERSONAL REFERENCES (NOT RELATIVES)

NAME	ADDRESS	TELEPHONE NUMBER	OCCUPATION

NAME OF FRIEND OR RELATIVE IN COMPANY________________ DEPARTMENT____________

CAN YOU DRIVE A CAR WITH STANDARD SHIFT? YES ☐ NO ☐ AUTOMATIC? YES ☐ NO ☐

DRIVER LICENSE NUMBER________________ WHAT STATE?____________

HAS YOUR LICENSE EVER BEEN SUSPENDED?______ REVOKED?______ WHEN?____________

STATE REASON________________________

HAVE YOU HAD ANY MOVING VIOLATIONS IN THE PAST THREE YEARS?

HAVE YOU EVER BEEN CONVICTED OF ANY VIOLATION OF THE LAW OTHER THAN MINOR TRAFFIC VIOLATIONS? IF SO, EXPLAIN FULLY

I AGREE THAT, IN CONSIDERING MY APPLICATION FOR EMPLOYMENT, THE COMPANY MAY CONDUCT ANY INVESTIGATION THAT IT DEEMS NECESSARY INCLUDING VERIFICATION OF MY PRIOR EMPLOYMENT HISTORY, EDUCATION, AND REPUTATION IN THE COMMUNITIES WHERE I HAVE RESIDED. ANY FALSE STATEMENT, MISREPRESENTATION, OR FAILURE TO DISCLOSE PERTINENT INFORMATION AT ANY POINT IN THE EMPLOYMENT PROCEDURE MAY BE SUFFICIENT TO DISQUALIFY ME FOR EMPLOYMENT OR, IF EMPLOYED, MAY RESULT IN MY DISMISSAL.

APPLICANT'S SIGNATURE________________ DATE________ 19____

REVIEW - HOW TO OBTAIN A WORK PERMIT

All students under 18 years of age who are working need a work permit. (Exceptions: If you are 17 and have a high school diploma, you do not need a work permit. You do not need a work permit if you work for your parents or are self employed, i.e. paper route, lawn mowing.)

1. You must be hired for a job.
2. Obtain OFFER OF EMPLOYMENT AND REQUEST FOR WORKING PERMIT form from the Counseling Office.
3. Fill in the information requested on the upper right hand corner of the form. PRINT.

   Date of Birth Sex
   Place of Birth
   Height Weight Color of Hair Color of Eyes
   Name of Father or Guardian
   Maiden Name of Mother
   Address of Parent or Guardian

4. Have your employer fill in the rest of the form.
5. You must take:

   The completed form (filled in by both your employer and yourself) and
   Your birth certificate or other legal proof of age to the Board of Education Office, 32500 Shiawassee, Farmington. 477-1300. You will then receive your Work Permit.

SEE "THE JOB INTERVIEW" FILMSTRIP

Available from the

Career Information Center

in your building

JOB INTERVIEW TIPS

1. In preparing for the interview, get a good night's sleep the night before the interview to assure alertness.

2. Be sure to take a shower or a bath before leaving for the interview, be especially careful about your fingernails and your breath. Your fingernails must be spotless and cut short if you are a male. NEVER CHEW GUM DURING THE JOB INTERVIEW. Dispose of chewing gum and lighted cigarettes before entering the receptionist's office.

3. Always maintain a business-like appearance. This means the man must wear a suit or at least a sport coat and tie. Many people seeking a job think they should dress for the job they are applying for (for example, work clothes if they are applying for a labor job). THIS IS WRONG! Always wear business attire for your interview.

4. The purpose of the interview is to find out about the job. It is a good idea to plan beforehand all the questions you will ask about the job for which you are applying. Write down the questions and take them with you.

5. COME ALONE. NEVER bring a friend along because this makes it appear that you lack confidence or interest in the job.

6. If you have an appointment, arrive at least 10 minutes before the appointment to give yourself a chance to relax and freshen-up.

7. When entering the office, SMILE, and let the receptionist know who you are and who you wish to see. If you do not know the name of the person in charge of hiring, state the purpose of your visit. For example: "GOOD MORNING . . . I AM ____________________ (give name), from ________________________ (high school). I'D LIKE TO APPLY FOR A JOB."

8. Be sure to obtain the EXACT spelling and pronunciation of the name of the person with whom you will be speaking. Repeat it several times and DON'T FORGET IT!

9. If you fill out an application form, be sure to double check it before handing it back to the receptionist. You may have omitted or misspelled something. Also, BRING AT LEAST ONE PEN WITH YOU!

10. Be patient while waiting for an interview.

11. While waiting, watch what goes on around you. Read Company literature so that you have something to ask about or discuss during the interview.

HOW TO ACT
DURING THE INTERVIEW

1. When you first see the interviewer, LOOK HIM OR HER STRAIGHT IN THE EYE, SMILE, and greet him or her by NAME. Offer your hand to the interviewer if she or he extends a hand. Use a firm handshake: i.e. Mr. Jones, I am ____________________
   your name
   from ____________________. I am applying for ____________________.
   high school name of job
   Give your name distinctly.

2. Do not expect the interviewer to rise when you enter the room.

3. NEVER SMOKE. If a cigarette is offered, REFUSE IT with thanks. DO NOT CHEW GUM.

4. DO NOT SIT DOWN UNTIL YOU ARE INVITED TO DO SO. Although it is only a formality for the interviewer to ask you to, it shows good manners if you wait for him to invite you to sit down.

5. DO NOT SLOUCH IN THE CHAIR. KEEP BOTH FEET ON THE FLOOR AS YOU ALERTLY LOOK THE INTERVIEWER IN THE EYES THROUGHOUT THE INTERVIEW. This is the most important thing to remember during the interview. A person who is not alert and who does not show sincere interest in what the person has to say WILL NOT BE CONSIDERED FOR THE JOB. Slouching in the seat reflects an extremely poor attitude. Try to sit comfortably and erect without appearing rigid.

6. Let the interviewer lead the conversation. Answer the questions clearly and to the point. Look directly at the interviewer when speaking. Avoid using slang expressions.

7. Indicate preference as to the job desired. Never say "I'll take anything." You may indicate a willingness to take a different job than the one you are applying for if you are sincere in working for the company. Many times other jobs are more satisfying and higher paid than the one you had in mind.

8. Show interest and enthusiasm in the job for which you are applying.

9. Volunteer any important information which you feel is being overlooked if you feel it would be to your advantage to bring out.

10. Ask what duties you would be expected to perform and working hours.

11. NEVER CRITICIZE A FORMER EMPLOYER OR JOB. If you've been fired, so what! Nearly everyone has at one time or another. Do not offer excuses about why you were released. Avoid being critical of anything. Make positive statements rather than negative.

12. Never beg for a job or be boastful.

13. Do not contradict the interviewer.

14. Don't use generalities when answering questions. Be factual.

15. Do not exaggerate previous positions or their salaries.

16. Be able to relate your qualifications and experiences readily. If you have never worked steadily before, relate volunteer, extracurricular and part-time work experience.

17. Stress your strong points.

18. Answer questions in full rather than merely nodding or saying "yes" or "no".

19. Do not distract from the conversation by fidgeting with your handkerchief, purse, keys, or other objects, and refrain from nervous mannerisms, such as wringing your hands or flexing your fingers.

20. Do not look at, touch, or place anything on the interviewer's desk.

21. Avoid mention of your personal, family or financial problems. The interviewer is interested only in how you can benefit his company.

22. Expect to start out at the bottom, but do not underrate yourself or your potential. This is especially true if you are just out of school. Most college graduates also start out at the bottom.

23. Give the interviewer time to bring up pay, vacation, benefits, etc. But be sure to ask any questions about these things which you are not sure of at the end of the interview.

24. Leave promptly when the interviewer indicates the interview has ended.

25. Express appreciation for the interview even if you don't get the job and shake hands firmly.

26. When leaving, thank the person in the front office who introduced you.

27. Send additional information promptly, upon request.

28. If you fail to sell yourself the first time, try again. Also, never make the mistake of interviewing one company at a time and waiting around until they make up their minds. Interview as many firms as possible so you will be able to take advantage of your choice of jobs. Start with the firms of least interest to you and practice your interviewing techniques with them. Move to the ones that really count when you have polished your interviewing techniques.

GETTING THE JOB

No matter how much you prepare for a job interview, you can blow the whole think in the first 10 seconds. It may not seem fair, but interviewers do judge a book by its cover. What will turn them off?

- a weak handshake
- failure to maintain good eye contact
- slouching
- lack of enthusiasm
- smoking
- boasting
- being rude to the receptionist
- open hostility
- looking intimidated
- sloppy grooming
- inappropriate dress
- acting as if you're doing the company a favor by being there

Serious job candidates take the job seriously. They know that the first impression they make on the interviewer is, almost always, going to be the last impression.

SAMPLE INTERVIEW QUESTIONS

1. Tell me about yourself.
2. What are your future vocational plans?
3. In what school activities have you participated? Why? Which did you enjoy the most? Were they worth the time you devoted to them? Why?
4. How do you spend your spare time? What are your hobbies?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave? What have you learned from some of the jobs you have held?
7. What courses did you like best? Least? Why?
8. How do you spend your vacations? Sunday?
9. What do you know about our Company?
10. Do you feel that you have received a good general training in school?
11. What are your ideas on salary?
12. How interested are you in sports?
13. How much money do you hope to earn at age 30? 35?
14. What personal characteristics do you think are necessary for success? What are your own special abilities?
15. Why do you think you would like this particular job?
16. What is your father's occupation?
17. Do you prefer working with others or by yourself?
18. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
19. Can you take instructions without feeling upset?
20. Do you live with your parents? Which of your parents has had the most profound influence on you?
21. Can you get recommendations from previous employers?
22. Do you feel you have done the best scholastic work of which you are capable? Do you think that grades should be considered by employers? Why or why not?
23. Have you ever had any difficulty getting along with fellow students and faculty?
24. What is the source of your spending money?
25. Do you like routine work?
26. Do you like regular hours? How about overtime work?
27. What do you do to keep in good physical condition?
28. Have you had any serious illness or injury?
29. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
30. What types of people seem to "rub you the wrong way"?
31. Would you prefer a large or a small company? Why?
32. What kind of work interests you?
33. What have you done which shows initiative and willingness to work?
34. What types of books have you read?

MY INTERVIEW WITH THE BOSS

When you apply for a job, you will probably be interviewed by someone who will be your boss if you get the job. If he or she likes the way you handle yourself, you have a good chance at landing the job. If he or she doesn't, you're out. So the interview is important. This exercise will give you practice in being interviewed.

Get together with 3 classmates. Each of you will take a turn at being the boss, at being the person interviewed, and at rating the person being interviewed.

The boss reads the questions from the book. After the first two questions, the boss can read them in any order. He or she should read them all.

The person interviewed doesn't need a book. He or she should answer all questions to the best of his or her ability. This person may choose to be interviewed on any job he or she has learned something about.

The other two members of the group should pay close attention to how the person interviewed handles himself or herself.

BOSS: Hello, _______________(name). How are you today? Come in and sit down.

ME: ___________________________

BOSS: What job is it you wanted to talk with me about?

ME: ___________________________

BOSS: Tell me what you think a person does in the job you're applying for.

ME: ___________________________

BOSS: Now, tell me something about your courses in school. What subjects do you like and do well in? Did you learn anything that would help you do the job?

ME: ___________________________

BOSS: Tell me, why do you want to work for this company?

ME: ___________________________

BOSS: What are your hobbies and what do you do in your spare time?

ME: ___________________________

BOSS: Have you ever done any work before? Tell me something about it. Where did you work? When? What did you do? How much did you make? Why did you leave?

ME: ___________________________

MY INTERVIEW WITH THE BOSS (continued)

BOSS: I hope you like to work hard. Do you?

ME: ________________________

BOSS: Do you follow instructions well?

ME: ________________________

BOSS: How do you get along with your bosses? With people you work with?

ME: ________________________

BOSS: What hours can you work for us?

ME: ________________________

BOSS: How much do you expect to earn?

ME: ________________________

BOSS: Can you work overtime? How much? When?

ME: ________________________

BOSS: Do you have any serious injuries, sickness or physical handicaps that I should know about?

ME: ________________________

BOSS: Have you ever been arrested? If so, what did you learn from it?

ME: ________________________

BOSS: Is there anything I should know that you haven't told me?

ME: ________________________

BOSS: Do you think you could put up with me as your boss? I expect you to be here on time, work regularly, work hard, get along with your fellow workers, be honest, cheerful, do the work well and get along with customers. I don't like a "chip on your shoulder", someone who won't start at the bottom, laziness, arguing, and an "I don't care" attitude. Do you still want the job?

ME: ________________________

Have each person in the group take turns being the inte nterviews should take about five minutes each.

Co-op Coordinators may be contacted to interview students in the class for practice and evaluation.

Dick Caton	474-6270	FHS	Hilda Grysh	474-6270	FHS
Bob Finzel	477-3318	HHS	June Kilmer	626-2577	NFHS

APPEARANCE CHECK LIST

Here are forty seven physical characteristics that hurt your chances of obtaining a job.

EXPLANATION: Frequently we offend others unknowingly. The list which follows was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?"

DIRECTIONS: Place a check mark before each item that APPLIES TO YOU.

Dirty finger nails _____
Dirty hands _____
Beard _____
Excessive makeup _____
Powder smears or dabs _____
Yellow or unclean teeth _____
Food between teeth _____
Visible bad blackheads _____
Pimples on face _____
Dirty neck _____
Dirty ears _____
Greasy hair _____
Dirty scalp _____
Dandruff _____
Hair too long _____
Ragged fingernails _____
Dirty shirt or blouse _____
Soiled underclothes _____
Dirty collars and cuffs _____
Trouser or skirt baggy _____
Soiled suit or dress _____
Runs visible in hose _____
Hose crooked and baggy _____

Holes visible in hose _____
Unshined shoes _____
Dirty, dusty shoes _____
Body odor (Do you know?) _____
Halitosis _____
Too few baths _____
Inappropriate clothes _____
Stooped shoulders _____
Slouchy walking _____
Awkward posture _____
Hair not combed _____
Greasy skin _____
Gaudy fingernails _____
Broken shoestrings _____
Buttons missing _____
Tie poorly tied _____
Tie crooked _____
Tie wrinkled _____
Collar wrinkled _____
Clothes fitting poorly _____
Dirty handkerchief _____
Wrinkled suit or dress _____
Soiled, dusty purse _____
Too much perfume _____

Number of checks _____

If you checked fewer than five items, you are neater and better groomed than the average man or woman on the street.

If you checked between five and ten items, you are below average in neatness and should do something about it.

If you checked more than fifteen items, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Every one is a personality defect in the eyes of some other person. Every one of these defects can be eliminated.

Name ______________________________

Date __________________

CAREERS

Pre - Test Post - Test

If you had to choose this minute what you wanted to do, what would your choice be?

1. What do you think you would do on this job?

2. What education or training would you need for this job?

3. How much money do you think you would receive per hour ____________ month ____________ or year ____________?

4. Where would your work be located and what would the working conditions be like?

5. Where can you find out more about this job? (Other sources of information)

6. Will this job be in existence 5-10-15 years from now?

REFLECTIONS

Student Directions

Now that you've completed the career preparation activities, have your thoughts changed about what career(s) you might be interested in pursuing in the future?

Look back at the pre-test/post-test in the beginning of the unit. Do you still think you'd like to be what you wrote then?

What things did you learn about yourself and about careers which have made you change your mind, or on the other hand, made you more certain of your original choice?

On the bottom half of this page write one or two paragraphs in which you, in essay form, answer the above questions. Be thoughtful and answer honestly!

Make sure it is well written with topic sentences, complete sentences, correct punctuation, in ink, margins, etc.

School ______________________ ______________________ Name

NINTH GRADE CARTER DEVELOPMENT

______________________ Date

At present the most important job values for me are:
1. ______________________
2. ______________________
3. ______________________

My interests are:
1. ______________________
2. ______________________

My highest aptitudes are in:
1. ______________________
2. ______________________

Careers I explored on MOIS or with other material:
1. ______________________
2. ______________________
3. ______________________

My career goal is ______________________

Steps necessary to obtain this goal are:

1. ______________________
2. ______________________
3. ______________________
4. ______________________

A marketable skill that I will have when I graduate is ______________________

____

Please complete this page and make a duplicate copy which will be handed in to the teacher. These will then be forwarded to the Counseling Department.

POLICY STATEMENT

It is the policy of the Farmington Public School District that no person shall, on the basis of race, creed, color, national origin, sex, marital status, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity including employment.

****

This booklet was compiled and reviewed by

JOHN BACON
JOHN BARRETT
BILL CLAIR
English Teachers

ANN AREEDA
MARGE KALEC
JIM WHITLEDGE
Counselors

CLAYTON GRAHAM
Principal

CHARLENE PARROTT
Career Education Coordinator

EARL BAUMUNK
Director of Vocational and Career Education

FARMINGTON PUBLIC SCHOOLS
FARMINGTON, MICHIGAN
JUNE 1982
Revised JUNE 1985

Production Designer and Typist - Dolores Shevlin

Positive Work Attitudes Looked For By Employers

COOPERATIVE, GETS ALONG WELL WITH OTHERS

DEPENDABLE AND ALWAYS ON TIME

RESPECTS AUTHORITY

FOLLOWS DIRECTIONS

WILLINGNESS TO LEARN

NEAT IN WORK HABITS

STRONG SENSE OF RESPONSIBILITY

ACCURATE WITH DETAILS

CHEERFUL, POSITIVE OUTLOOK

FOLLOWS RULES AND REGULATIONS

RESPECTS OTHERS

SELF DISCIPLINED

GOOD SENSE OF HUMOR

WILLING TO DO EXTRA WORK

DESIRE TO SERVE THE EMPLOYER

WILLINGNESS TO TRY NEW IDEAS

VOLUNTEERS FOR "IMPOSSIBLE JOBS"

Job Applications *and* Resumes

Farmington Public Schools
Career Preparation Activities
Tenth Grade English

JOB APPLICATIONS AND RESUMES

Many people think of resumes, application forms, cover letters and interviews as hurdles to leap, hoops to jump through or barriers to knock down. They are not really ways to keep you from a job but are ways for you to show an employer what you know and what you can do. Employers use resumes and application forms to find the right person for a particular job. They give an employer written evidence of your qualifications.

THE RESUME

A resume (pronounced rez-oo-may) is a personalized summary of your skills, accomplishments and background. It is a sales tool for you. It is either delivered in person or sent with a cover letter. Whether or not a person is hired for a particular job, the resume submitted usually becomes a permanent part of a business' files. The cover letter is often discarded relatively quickly, but the resume is kept for future reference. Many times businesses check the resumes in their files when there is a job vacancy. Thus, a person who was once turned down for a job may later be contacted and hired for another job or even the same job.

The resume can be helpful to you in several ways during your job search:

1. When sent ahead with a cover letter, it can help you in obtaining an interview.
2. It can help sell you during an interview.
3. It can be left behind at the close of an interview.
4. It can be sent as a follow-up after an interview to keep attention focused in your direction.
5. It is a way of introducing you to the interviewer before you see him/her, thus smoothing the way toward your success in the interview.

INFORMATION FOR THE RESUME

When creating a resume, begin by assembling information and assessing yourself. Your skills, the things you can do, are important to employers. And skills that can be measured or shown are really crucial to your job hunt.

To begin looking at your skills, you will need to think back on what you have done in your life. Even if you have never held a paying job, you have done things that required certain skills. These may include taking care of children or pets, preparing meals, playing sports, doing volunteer work, even going to school. If you have done any of these things, you do, indeed, have something to offer an employer.

But you must be willing to do some self-searching. This will let you present your skills clearly and to your best advantage.

WHAT'S IT ALL ABOUT?

Because your resume sets the tone for you, it's important to think positively about yourself when you write it. Begin by being positive about yourself as you collect information for your resume. When you see yourself in a positive light, it also can help you radiate self-confidence in person. And you'll need just such a positive self-image when you go to interviews.

Begin noticing the things you do, especially those you enjoy and do well. Listen and remember when others have a good word to say about you. As you recall and really tune in to your activities, you begin to assess yourself. Stop reading for a moment. Think of at least three good things about yourself. Examples: "I'm dependable." "I have lots of energy." "I'm organized."

Self-assessment means to observe, examine, and evaluate yourself. It is taking a good look at you. You want to look hard at your experiences, skills, and personal qualities. These make you a realistic candidate for a job. The information you uncover will become the foundation for your resume.

LOOKING AT EXPERIENCE

Everyone has to start somewhere. The little things in life can give us experience in developing skills. Maybe you worked part time at a fast-food place. Look at that job in detail. What did you do there? What responsibilities did you have?

Here is a sample listing of the responsibilities of one teenager who worked at a restaurant:

1) Opened restaurant each morning.
2) Checked and opened cash registers.
3) Prepared all cooking equipment for use.
4) Prepared certain foods.
5) Assembled and organized supplies.
6) Straightened, swept, cleaned all floors and counters.
7) Handled money, made change, made credit transactions.
8) Treated customers with courtesy; handled complaints with tact.
9) Assigned other part-time employees to duties.
10) Cleaned up, put all utensils and food away.

Insignificant little jobs? Maybe. But look at all the essential skills this young worker has: preparing, assembling, organizing, communicating.... Many of these skills are translatable. That is, they can be used in other jobs that may carry more responsibility and higher income.

Look carefully at the 10 points above. Decide which duties might be called "management skills." Certainly, organizing and scheduling are parts of a manager's work. This person could list management skills on the resume. Could she/he also list "communication skills"?

There are many other essential skills. Some are listed below. Put a check mark next to those you do well. Use them on your resume.

____ designing
____ inventing
____ studying
____ researching
____ analyzing
____ synthesizing
____ problem solving
____ repairing
____ negotiating
____ training
____ supervising
____ improving
____ selling
____ planning
____ preparing
____ organizing

LOOKING AT PERSONAL ASSETS

Most people wear blinders when they look at themselves. The fact is, skills that seem like "not much" to you may apply to many jobs. For example, you may not think of "getting along with others" as meaning much to your job hunt. But in one survey of top managers, 50% rated "ability to get along with people" as the most important skill they look for when hiring workers.

Even babies have certain personality traits. These qualities show as they interact with mothers, fathers, and others. Some one-year-olds remain calm during thunderstorms; others do not. Some children like to play alone, others with friends. There are no "rights" and "wrongs" in these kinds of personal assets. When looking for a job, however, certain assets are just right for certain jobs. Employers look for the right match for a job. The personal assets listed below are some that will make you more employable. No rules say you must have all those listed. But use those you now have on your resume. Your goal may be to develop some others. This may make you more employable and help you get the kind of job you want. Check those assets you now have.

Personal Assets

dependability
cooperation/getting along other with others
sense of humor
responsibility
cheerfulness
leadership
persistence
detail-oriented
calmness during crisis
neat appearance
fast learner
good memory
promptness
ambition
initiative/comes up with ideas and projects
patience
creative
respectful of others and others' property
open-minded/accepts criticism
tolerance

EDUCATION, WORK EXPERIENCE, CAREER OBJECTIVE

The information contained in a resume can be fairly detailed, as long as the resume does not exceed one page and does not look cluttered. There is no reason for including unnecessary information in which an employer would not be interested. The information most commonly included in a resume concerns the applicant's education, experience and skills.

In giving information about education, the applicant should always start with the most recent schooling and work backward. It is usually unnecessary to go further back than high schools attended. Any diplomas or degrees earned should be mentioned. Applicants may wish to list specific courses they have taken, especially if these courses would be helpful in the job in question. If you earned high grades in your studies, this fact might also be mentioned if you do not have work experience. You can always mention this in your cover letter or the interview. Most employers are also interested in extracurricular activities in which the applicant took part, particularly if leadership was shown in these activities or if tasks involving responsibility were performed.

When giving information about work experience, the applicant should also start with the most recent job and work backward. A general rule of thumb is that if one has held more than five different jobs, they should list only the five most recent ones or the most important ones. Descriptions of work experiences should be as brief as possible and contain action verbs. They must give the employer a picture of the responsibilities and activities of the applicant.

Listing a career objective is optional. It suggests that you are a goal oriented person. Naming a specific career objective may limit the use of your resume. If you are considering several job alternatives, you may need several resumes or may wish to leave out the career objective. Very general objectives are not useful.

Personal information is no longer included in a resume.

APPEARANCE OF THE RESUME

There is no standard form for setting up a resume. Almost any style is acceptable as long as the resume appears well balanced, uncrowded, and neat. The resume should be attractive. It should attract attention because of its neatness and the good balance of its layout. However, the amount of information an applicant wishes to use will determine the form he/she uses. A sample form is attached and is a style that works well when the amount of information is limited.

Resumes should be only one page long, since this makes it easier for the employer to handle them. There should be plenty of white space on the top, bottom and side margins. The topics of EDUCATION, WORK EXPERIENCE and SKILLS are generally set up as headings. They may be underlined or written in all caps to set them apart from other material. The resume may be single spaced, but double or triple spacing should be used between topics.

The sheet may be titled "RESUME", and if used, the title should be centered at the top of the page. Beneath the title the applicant's name, address, and the telephone number are centered. Most persons prefer to use phrases using action words rather than complete sentences in composing their resumes. Phrases save precious space. Complete sentences may be used if space permits, but one should be consistent in using either complete sentences or phrases.

Resumes should be typed. Persons who are applying to a number of firms sometimes have their resumes printed or copies made. A typed copy should be placed in your file to be copied when applying for a job. You should ALWAYS send a typed resume with a cover letter. Handwritten resumes are not acceptable to employers unless specified.

You should also keep a resume file in which you keep adding a record of each new accomplishment so you can easily update your resume. It is really difficult when a person does not keep this information up-to-date and then suddenly needs a current resume.

FORMAT

There are several styles and formats possible in preparing a resume.

The chronological format lists your work experience, job responsibilities, and accomplishments, by dates, beginning with the most recent. This style is most useful for those people who have a steady employment record and who are seeking work in the same type of job they have had in the past.

The functional format organizes work experience by skill areas. This type is best for those with gaps in their employment history, or who are changing careers, who wish to highlight skills. Leaving out dates in this format may also help those job seekers who are concerned about their age.

The combination format uses the best of both the above. It emphasizes your skills, abilities, and accomplishments, as in the functional approach, and also includes a brief work history with the names of organizations, dates, and job titles as in the chronological approach. Both the functional and combination formats can be used by those who are looking for work different from what they used to do.

CHRONOLOGICAL RESUME

LEE SMITH
456 North Main Street
Pleasantville, Michigan 48000
(313) 222-5555

OBJECTIVE: A position as mechanic in a small speed shop or foreign car garage where I can use my all-around mechanical ability, training and experience. Ambitious, willing to learn.

EMPLOYMENT HISTORY:

Uptown Garage 1986-present
Union, Michigan 48001

Mechanic Began working as assistant to the chief mechanic. After six months promoted to mechanic. Worked on all makes and models, domestic and foreign, tune-ups to engine overhaul.

Johnson's Garage 1984-1986
Pleasantville, Michigan 48000

General Service Started with clean-up position, promoted to general service. Changed tires, mufflers and worked up to doing general tune-ups.

EDUCATION:

Grover Technical High School Graduated 1986
Pleasantville, Michigan 48000
Auto Repair Program
Courses included: auto mechanics, welding, electrical, sheet metal, machine shop.

Activities: Track, elected captain - all metropolitan area cross country team. Maintained a B average while working 16 hours per week.

HOBBIES AND AWARDS: Stockcar racing, automobile customizing. Rebuilt three automobiles from scratch. Winner of 1986 Detroit Auto Club Hot Rod of the Year Award.

REFERENCES: Excellent References Available Upon Request.

NOTE: This chronological style is a good choice. This person has a solid work record with no gaps, has shown progress in responsibilities and skills, and previous work matches the job target.

FUNCTIONAL RESUME

DANA DUNCAN
555 Maple Avenue
NORTHVIEW, MICHIGAN 48000
(616) 555-2222

OBJECTIVE: A position in sales using my successful sales experience and skills in leadership, planning, and effective communication.

SPECIAL SKILLS

SALES

- Able to identify customer's needs and match to product
- Successful in meeting and exceeding sales quotas
- Effectively supervised 10 sales personnel while substituting for Assistant Manager
- Consistently achieved "Highest Sales for Month" Award
- Effective in establishing good relationships with others - customers, supervisors, and co-workers

LEADERSHIP AND PLANNING

- Skilled in organizing committees, delegating work, chairing meetings, presenting ideas
- Able to successfully plan projects by organizing time, details, materials, and people
- Successful in setting and meeting goals

DATA AND DETAIL

- Able to keep detailed records and write reports
- Experienced in working within a budget
- Background in purchasing

EDUCATION

Grand Rapids Community College, 1982
Northview High School, Northview, Michigan

REFERENCES

Available Upon Request

NOTE: Dana chose to use a functional style because of varied work background (paid and unpaid) in retail sales, homemaking, PTA committees, and equipment chairman of a parent run nursery school. See how the content in the resume summarizes work background and is focused toward the responsibilities of a sales job.

COMBINATION OR "ACCOMPLISHMENTS" RESUME

DALE E. WESTIN
30125 Northdale
Summertown, Michigan 48000
(313) 222-8888

OBJECTIVE

A position as Maintenance Supervisor where I can use my knowledge of equipment repair and preventive maintenance and my skills in planning and problem solving.

ACCOMPLISHMENTS

Maintained parts inventory to eliminate down time on machinery by checking failure frequency and cost.

Analyzed service problems and developed action plan to allow for repair and preventive maintenance.

Organized retail dry cleaning business. Established training program for maintenance personnel, improved work and delivery schedules.

Developed good communication between myself, the maintenance staff, and location supervisors.

Gained in-depth knowledge and hands-on repair capabilities of steam, plumbing, HVAC, electrical, general building maintenance.

EXPERIENCE

ABCO MOTOR COMPANY - Livonia, Michigan 48150 Supervisor - Material Control	1986-present
DRYCLEANING INDUSTRIES - Battle Creek, Michigan 48338 Maintenance Manager	1985-1986
HIGH QUALITY DEPARTMENT STORES Assistant Store Manager	1984-1985
WESTLAND MOTOR SALES New Car Sales	1983-1984

EDUCATION

Westland Technical High School, 1983
BACO Motor Company - Supervisory Training Program
In teen years, worked in family business, learned repair of wide variety of machinery and equipment

HOBBIES

Teaching rocketry to Adult Education Classes

NOTE: This style combines the advantages of the functional and chronological formats. It highlights abilities and achievements and provides a detailed work history.

Here is a sample resume for a person with very little work experience.

Rebecca Hooks
1100 N.W. 45th Ave.
Anywhere, U.S.A. 34567
(615) 654-7435

POSITION DESIRED:	Youth Counselor
CAREER GOALS:	Would like to work with children in a helping role. Desire college after period of traveling.
EDUCATION:	Graduating from North Harrington High School, Anywhere, U.S.A. in June 1988. Classes include Child Development Seminar, Psychology, Marketing, and membership in DECA. Won 3 tests for selling in DECA, elected representative for state conference.
WORK EXPERIENCE:	
1987-present	Working at local grocery store. Duties include stocking shelves, cleaning, and waiting on customers. Involved dependability, responsiblity and ability to get along with others.
Summer 1987	Counselor for Crippled Children. Assisted in recreation, food, and bedtime chores of 15 wheelchair-bound teenagers. Demonstrated patience and cheerfulness.
1983-present	Babysitting.
SKILLS AND KNOWLEDGE:	Typing, gymnastics, writing ideas.
HOBBIES, INTERESTS, EXTRA CURRICULAR ACTIVITIES:	Reading, tennis, swimming, writing, cheerleading (3 years on cheerleading team).
REFERENCES:	Available upon request.

THE POCKET RESUME

Before you prepare the rough draft of your resume, fill out a pocket resume. This information can later be used to complete an application form. On this card include your employment record and personal references. If you look up the information using the telephone directory and then put it on the card, you will not have to look it up each time you fill out an application. It will save time and make you look more efficient. You can simply take the card out of your wallet and transfer the information to the application blank.

Three references are generally requested by most employers. Businesspersons prefer that these references be given from different perspectives. That is, one person could give the employer information about your work in school; one could describe your work on the job; and another could give information about your character. No one's name should be used as a reference without permission. Relatives should not be listed as references. References can be put on the pocket resume with "References Available Upon Request" later noted on the actual resume. Record the full name of the person, number and name of the street, city, state, zip, and phone number.

POCKET RESUME

Name ____________________

Address ____________________

City __________ *State* __________ *Zip* __________

Tel.# __________ *Soc.Sec #* __________

Drivers License# ____________________

High School __________ *From mo/yr* ______ *To mo/yr* ______

Address ____________________

College __________ *From mo/yr* ______ *to mo/yr* ______

Address ____________________

Job Related ____________________

Classes ____________________

Honors & Activities ____________________

REFERENCES

1 Name __________ *Occupation* __________

Address ____________________

Telephone __________ *Zip* __________

2 Name __________ *Occupation* __________

Address ____________________

Telephone __________ *Zip* __________

3 Name __________ *Occupation* __________

Address ____________________

Telephone __________ *Zip* __________

PREVIOUS EMPLOYMENT

Company Name __________ *Supervisor* __________

Address ____________________

Employed From __________ *to* ______ ______

Kind of Work ____________________

Company Name __________ *Supervisor* __________

Address ____________________

Employed From __________ *to* __________

Kind of Work ____________________

FARMINGTON PUBLIC SCHOOLS
JOB PLACEMENT SERVICES
32000 Shiawassee
Farmington, Michigan 48024

476-1168

After this has been checked by the instructor, transfer the information to a pocket resume card and put it in your wallet.

BEST COPY AVAILABLE

Decide on the format for your resume. Use this page to collect information. Look back on page 3 for skills and assets you want to use here. Be sure to include any type of experience which relates to your job objective. On a separate piece of paper, write out your own resume. When you have finished it, hand in the resume. After making corrections the resume should be typed and again shown to the instructor. Make copies and keep them in a safe place until you need them. A good copy can also be turned into the Career Center for safekeeping.

OBJECTIVE

EDUCATION

WORK EXPERIENCE (Volunteer experience and experience gained in classes can also be used here.)

Dates:	Dates:
Duties:	Duties:

SKILLS AND KNOWLEDGE

HOBBIES, INTERESTS & EXTRACURRICULAR ACTIVITIES

REFERENCES Available upon request

WRITING INTRIGUING COVER LETTERS

You will need a cover letter whenever you send a resume or application form to a potential employer. The letter should capture the employer's attention, show why you are writing, indicate why your employment will benefit the company, and ask for an interview. The kind of specific information that must be included in a letter means that each must be written individually. Each letter must also be typed perfectly on good quality bond paper.

Let's go through a letter point by point.

Salutation Each letter should be addressed by name to the person with whom you want to talk. That person is the one who can hire you. This is almost certainly not someone in the personnel department, and it is probably not a department head either. It is most likely to be the person who will actually supervise you once you start work. Call the company to make sure you have the right name. And spell it correctly.

Opening The opening should appeal to the reader. Cover letters are sales letters. Sales are made after you capture a person's attention. You capture the reader's attention most easily by talking about the company rather than yourself. Use the name of the company in the opening. Mention projects under development, recent awards, or favorable comments recently published about the company. You can find such information in the business press, including the business section of local newspapers and the many magazines that are devoted to particular industries. If you are answering an ad, you may mention it. If someone suggested that you write, use their name (with permission, of course).

Body The body of the letter gives a brief description of your qualifications which fit the job you are looking for (a letter highlighting secretarial skills is not appropriate for a sales position). It also refers to the resume, where your sales campaign can continue.

Closing You cannot have what you do not ask for. At the end of the letter, request an interview. Suggest a time and state that you will confirm the appointment. Use the name of the company again. Use a standard complimentary closing, such as "Sincerely yours," leave three or four lines for your signature, and type your name. Type your phone number under your name; this recommendation is not usually made, although phone numbers are found on most letterheads. The alternative is to place the phone number in the body of the letter, but it will be more difficult to find there should the reader wish to call you.
(Occupational Outlook Quarterly/Spring 1987)

SAMPLE COVER LETTER

15 Hilton House
Smalltown University
Smalltown, CO 77717

March 18, 1987

Ms. Collette Recruiter
Rest Easy Hotels
1500 Suite Street
Megapolis, SD 99999

Dear Ms. Recruiter:

The Rest Easy Hotels always served as landmarks for me when I traveled through this country and Europe. I would like to contribute to their growth, especially their new chain, the Suite Rest Hotels that feature reception rooms for every guest.

I have had many jobs working with people and have always enjoyed this aspect of my experience. Knowing its importance to your company, I believe I would be an asset to the Rest Easy Hotels. The enclosed resume outlines my education and experience.

During the week of March 31, I will be visiting Megapolis and would like to speak with you concerning Rest Easy Hotels training program for hotel managers, which I understand is outstanding. I will call your secretary to confirm an appointment.

Sincerely yours,

Allison Springs
(888) 736-3550

JOB APPLICATIONS

The application form is a very important part of getting a job. Almost every job requires that an application form be completed. How the application is completed can make the difference between getting and not getting the job.

The application may seem to be a nuisance to a person eager to see the employe and to have an interview, but to the employer an application is more than just a form. One employer has said the application is the most important part of the hiring process.

HOW EMPLOYERS USE APPLICATIONS

1. To screen job applicants. Those who do not pass the screening "test" are not interviewed.
2. To discover how careful and thorough a person is. How an application "looks" - neat, complete, accurate spelling - indicates the kind of worker the applicant will be.
3. To help determine if the information presented describes a person who meets the minimum qualifications for the job.
4. To keep on record for future use.

The application form is often the "first contact" with an employer. Many qualified persons lose a job before an interview because of a bad impression from a carelessly filled out application. You can make a good impression and sell yourself to the employer by following these tips.

TIPS ON FILLING CUT APPLICATION FORMS

1. Read over the whole application before you begin filling it out.

2. Print neatly using a blue or black pen or use a typewriter.

3. Answer every question that applies to you. If a question does not apply, you may write N/A, meaning not applicable, to show that you did not overlook the question.

4. Spell correctly. If you aren't sure how to spell a word, try to use another word with the same meaning.

5. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Don't write "anything." Employers expect you to state clearly what kind of work you can do.

6. Be as neat as possible. The employer expects that your application will be an example of your best work.

SECTION 1

1. Give your complete address, including your zip code.
2. Be sure to include phone number. It's good to include a second number if necessary.
3. Your present and permanent address may be the same. If so, write "same" for permanent address.

SECTION 2

1. Questions regarding religion, national origin, age, height, weight or sex are not allowed on applications unless they are considered "bona fide occupational qualifications essential to the normal operation of the business or enterprise." (Public Act 453). If these appear on the application you can put N/A (non applicable) after them if they do not affect the job for which you are applying. If these questions are asked in the interview, you might respond with, "I'm sure you must be aware that this is a question that shouldn't be asked, but I'm comfortable with it, if you would like an answer." Then hesitate to see if they really want an answer. Interviewers are not always aware of illegal questions. Sometimes they want to see how you react to these questions.

SECTION 3

1. When you apply for a job you must have a specific job in mind. Be prepared to write the name of the position you want.
2. When the application asks for "salary desired" the best response is "open" (open for discussion). Wages asked may be unrealistic and most businesses have set salary schedules.

SECTION 4

1. Be prepared to list schools you have attended and the dates of your attendance. Your Pocket Resume can help you with information.
2. If you are still in high school, under date graduated write "will graduate June 19__." Do not write "no."

APPLICATION FOR EMPLOYMENT

1

PERSONAL INFORMATION

DATE

NAME LAST FIRST MIDDLE

SOCIAL SECURITY NUMBER

PRESENT ADDRESS STREET CITY STATE

PERMANENT ADDRESS STREET CITY STATE

PHONE NO.

REFERRED BY

2

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height________feet________inches

☐ Weight________lbs.

☐ ____________________

☐ Citizen of U.S.______Yes______No

☐ Date of Birth * ____________

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

3

EMPLOYMENT DESIRED

POSITION

DATE YOU CAN START

SALARY DESIRED

ARE YOU EMPLOYED NOW?

IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE?

WHERE?

WHEN?

LAST

FIRST

MIDDLE

4

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED *	DATE GRADUATED *	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY?

READ

WRITE

U.S. MILITARY OR NAVAL SERVICE

RANK

PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

SECTION 5

1. Your Pocket Resume will help you fill in this section. Dates, salary, addresses and names are hard to remember.
2. Most applications ask for the last employer to be listed first. Be careful to follow instructions.
3. Be positive when giving reasons for leaving former jobs. Job ended, returned to school, family reasons, are better than quit, fired or laid off.

SECTION 6

1. Note the instructions. Relatives should not be used as references.
2. The best references are people who know you and will say good things about you.
3. Always ask permission to use a person as a reference.

SECTION 7

1. All questions that apply to you should be answered honestly and completely. Check the form to see if you have answered every question and that your spelling is correct.
2. Now you are ready to date and sign the application. Use your correct name, not a nickname.

SECTION 8

1. Follow the instructions and do not write in this section. The interviewer fills out this part.
2. Note the areas in which you will be evaluated during the interview. Your "neatness" and "ability" will begin to show in the application form.

NOTICE HOW EASY IT IS TO COMPLETE THE APPLICATION WITH THE INFORMATION FROM THE POCKET RESUME.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

5

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

6

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL DEFECTS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED?

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

7 I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

8

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED 1 2 3

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting discrimination on the basis of an applicant's sex or minority status. Questions directly or indirectly reflecting such status have been included **only** where needed to determine a bona fide occupational qualification or for other permissible purposes. Such questions are appropriately noted on the application.

1. In preparing your resume, you should list specific classes

   a. only if you earned an A
   b. to make your resume longer
   c. only if they would be helpful for the type of job your are seeking
   d. regardless of what they were

2. If you have held more than five different jobs

   a. list every one on your resume
   b. only mention the most recent one
   c. don't mention any of them
   d. list only the five most recent ones or most important ones

3. When selecting and listing your references

   a. do not list them on the resume
   b. do not list a relative's name
   c. do not list someone without their permission
   d. all of the above

4. If you have had no work experience

   a. you needn't bother to write a resume
   b. you can list other types of related experience in your classes, clubs, or volunteer activities
   c. you could make up some jobs you have held
   d. you probably won't be able to get a job

5. A resume can be helpful in several ways

   a. to be left behind at the end of the interview
   b. to be sent ahead with a cover of letter
   c. for the person interviewing you to use as a reference during the interview
   d. all of the above

6. In terms of its appearance, the resume

   a. should always be typed
   b. should look balanced, neat, and attractive
   c. should all be squeezed on one page
   d. a & b

7. If you have previous work experience which you list on your resume, you should know the following things about your jobs:

   a. the name of your employer
   b. the kind of work you did
   c. the dates you worked
   d. all of the above

8. In addition to helping you during an interview, your resume can help you when you need information to fill out an application form.

   a. true
   b. false

9. The word "resume" is pronounced

   a. rez oo may
   b. re zum
   c. rez u me

10. If you have been involved in extracurricular activities, particularly with leadership duties, you should mention it in your resume.

   a. true
   b. false

POLICY STATEMENT

It is the policy of the Farmington Public School District that no person shall, on the basis of race, creed, color, national origin, sex, marital status, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity including employment.

This booklet revised and edited by

John Bacon John Barrett
John Fleck

Charlene Parrott
Career Development Coordinator

Earl Baumunk
Director of Vocational and Career Education

Farmington Public Schools
Farmington, Michigan, December, 1982
Revised JUNE 1985
Revised JUNE 1987

LIFE MANAGEMENT SKILLS ASSESSMENT

Upon leaving high school it becomes the responsibility of most students to begin to live independently.

Rate your knowledge or abilities in each of the following areas by circling the appropriate number.

Key: Low (1) - Little or no skills in the area and need help.

Average (2) - Some abilities in this area, but could use more help.

High (3) - Have abilities to use skills effectively.

		Low		Avg.		High
1.	Writing and balancing a checkbook	1	2	3	4	5
2.	Budgeting - Money management	1	2	3	4	5
3.	Understanding the responsibilities and obligations of contracts	1	2	3	4	5
4.	Being aware of different forms of insurance	1	2	3	4	5
5.	Knowing the advantages and disadvantages of unions	1	2	3	4	5
6.	Completing income tax forms	1	2	3	4	5
7.	Realizing the requirements and benefits of social security	1	2	3	4	5
8.	Maintaining an automobile	1	2	3	4	5
9.	Planning nutritional meals	1	2	3	4	5
10.	Understanding the roles and responsibilities of elected officials	1	2	3	4	5
11.	Knowing the multiple uses of a newspaper	1	2	3	4	5
12.	Placing a catalogue order	1	2	3	4	5
13.	Understanding the responsibilities involved when living with others	1	2	3	4	5
14.	Acquiring a credit card and how interest is computed	1	2	3	4	5
15.	Obtaining a lawyer, doctor, dentist	1	2	3	4	5
16.	Understanding how a bill becomes a law	1	2	3	4	5
17.	Knowing how the court system operates	1	2	3	4	5
18.	Registering to vote and its responsibilities	1	2	3	4	5
19.	Understanding alternative energy sources	1	2	3	4	5
20.	Realizing the power of the media (radio, television, newspaper)	1	2	3	4	5
21.	Using non-verbal communication (facial expression, body movement, etc.)	1	2	3	4	5
23.	Enjoying recreation and leisure time	1	2	3	4	5
24.	Conserving natural resources	1	2	3	4	5
25.	Understanding the responsibilities and obligations of acquiring and maintaining a residence	1	2	3	4	5

PRE-EMPLOYMENT INQUIRY GUIDE

BEST COPY AVAILABLE

SUBJECT	LAWFUL PRE-EMPLOYMENT INQUIRIES	UNLAWFUL PRE-EMPLOYMENT INQUIRIES
NAME:	Applicant's full name. Have you ever worked for this company under a different name? Is any additional information relative to a different name necessary to check work record? If yes, explain.	Original name of an applicant whose name has been changed by court order or otherwise. Applicant's maiden name.
ADDRESS OR DURATION OF RESIDENCE:	How long a resident of this state or city?	
BIRTHPLACE:		Birthplace of applicant. Birthplace of applicant's parents, spouse or other close relatives. Requirement that applicant submit birth certificate, naturalization or baptismal record.
AGE:	*Are you 18 years old or older?	How old are you? What is your date of birth?
RELIGION OR CREED:		Inquiry into an applicant's religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed. An applicant may not be told "This is a Catholic, (Protestant or Jewish) organization."
RACE OR COLOR:		Complexion or color of skin.
PHOTOGRAPH:		Requirement that an applicant for employment affix a photograph to an employment application form. Request an applicant, at his or her option, to submit a photograph. Requirement for photograph after interview but before hiring.
HEIGHT:		Inquiry regarding applicant's height.
WEIGHT:		Inquiry regarding applicant's weight.
MARITAL STATUS:		Requirement that an applicant provide any information regarding marital status or children. Are you single or married? Do you have any children? Is your spouse employed? What is your spouse's name?
SEX:		Mr., Miss or Mrs. or an inquiry regarding sex. Inquiry as to the ability to reproduce or advocacy of any form of birth control.
HEALTH:	Do you have any impairments, physical, mental, or medical which would interfere with your ability to do the job for which you have applied? Inquiry into contagious or communicable diseases which may endanger others. If there are any positions for which you should not be considered or job duties you cannot perform because of a physical or mental handicap, please explain.	Do you have a disability or handicap? Have you ever been treated for the following diseases? Do you use any adaptive device or aid? Requirement that women be given pelvic examinations.
CITIZENSHIP:	Are you a citizen of the United States? If not a citizen of the United States, does applicant intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States?	Of what country are you a citizen? Whether an applicant is naturalized or a native born citizen; the date when the applicant acquired citizenship. Requirement that an applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native born citizens of the United States; the date when such parent or spouse acquired citizenship.
NATIONAL ORIGIN:	Inquiry into languages applicant speaks and writes fluently.	Inquiry into applicant's (a) lineage; (b) ancestry; (c) national origin; (d) descent; (e) parentage, or nationality. Nationality of applicant's parents or spouse. What is your mother tongue? Inquiry into how applicant acquired ability to read, write or speak a foreign language.
EDUCATION:	Inquiry into the academic, vocational or professional education of an applicant and the public and private schools attended.	
EXPERIENCE:	Inquiry into work experience. Inquiry into countries applicant has visited.	
ARRESTS:	Have you ever been convicted of a crime? If so, when, where and nature of offense? Are there any felony charges pending against you?	Inquiry regarding arrests.
RELATIVES:	Names of applicant's relatives, other than a spouse, already employed by this company.	Address of any relative of applicant, other than address (within the United States) of applicant's father and mother, husband or wife and minor dependent children.
NOTICE IN CASE OF EMERGENCY:	Name and address of person to be notified in case of accident or emergency.	Name and address of nearest relative to be notified in case of accident or emergency.
MILITARY EXPERIENCE:	Inquiry into an applicant's military experience in the Armed Forces of the United States or in a State Militia. Inquiry into applicant's service in particular branch of United States Army, Navy, etc.	Inquiry into an applicant's general military experience.
ORGANIZATIONS:	Inquiry into the organizations of which an applicant is a member excluding organizations the name or character of which indicates the race, color, religion, national origin or ancestry of its members.	List all clubs, societies and lodges to which you belong.
REFERENCES:	Who suggested that you apply for a position here?	

*This question may be asked only for the purpose of determining whether applicants are of legal age for employment.

Printed by Students in the Vocational Printing program at F.H.S.

Farmington Career Development

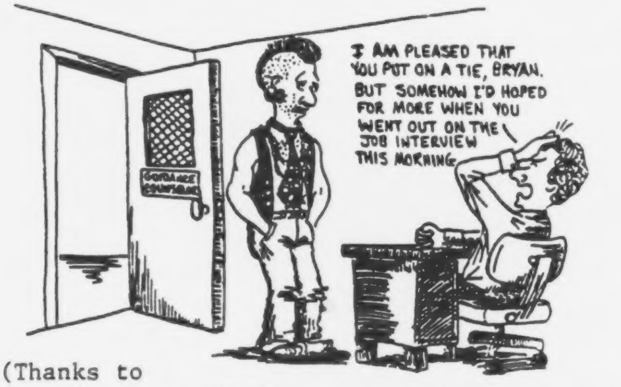
PERSPECTIVES

Corky Parrott, Career Development Coordinator 477-3318 Number 32 October, 1988
Earl Baumunk, Director of Vocational and Career Education Farmington, Michigan

Career Development Program Receives National Recognition

We Agree!

Career education is not intended to replace traditional education but, rather, to redirect it to be more relevant and meaningful for the student and to result in the acquisition of attitudes, knowledges, and skills one needs for successful community living and working. It is not meant to be the only education students receive, but it should be a substantial part of the curriculum. (Focus on Exceptional Children, March 1982)


I AM PLEASED THAT YOU PUT ON A TIE, BRYAN. BUT SOMEHOW I'D HOPED FOR MORE WHEN YOU WENT OUT ON THE JOB INTERVIEW THIS MORNING

(Thanks to
Connie Conn, GILL)

Sikora To Middle School Career Centers

Mary Beth Sikora, who has been working in the HHS and NFHS Career Centers, will now be found in all four middle school Career Centers. Her replacement has not been named at this writing.

Farmington's K-12 Career Development Program has been recognized as an EXEMPLARY PROGRAM by the U.S. Department of Education and the National Association of State Career Development/Guidance Supervisors. The award plaque will be presented by a Michigan Board of Education representative to the Farmington Board of Education at a November or December meeting.

The award belongs to YOU, the hundreds of staff members who infuse self and career awareness, decision making and career exploration and planning into your daily teaching and counseling.

Our program was reviewed at the state level, then sent on to the national level and was one of six in the U.S. to be unanimously selected as the most outstanding programs for 1987-88.

As an EXEMPLARY PROGRAM it will be shown to the 12 Districts in Michigan that have grants to adopt or start innovative programs this year. Our program materials have already been sent to over 30 Districts in Michigan, throughout the U.S., Canada and Israel.

(Ed. Note: We have always known that you do a great job; isn't it exciting that you are being recognized as outstanding by the U.S. Dept. of Education? I hope some of you will attend the Board meeting when the presentation is made. We'll alert you when we know the date.)

"Focus on Future Careers"

23rd National Career Development Week
November 6-12, 1988

Brightest Career Paths For The 90's

The economy is expected to grow, albeit at a fairly modest average annual rate of 25%. That means further escalation in living standards. However, the sharp devaluation in the U.S. dollar - 40% so far since 1985 - will realign the composition of activity toward the industrial sector.

In addition, a steady rise in the price of oil and continued international competition will keep U.S. companies lean and flexible.

The Bureau of Labor Statistics estimates that only about 6% of the jobs the economy creates from now to the end of the century will be in high-tech industries. However, applications of these advanced-technology products and processes will permeate most of the rest of the economy, for both goods and services.

Understanding these broad trends helps define the 10 brightest career paths for the 1990s. Foremost will be **technical sales and marketing.**

The promise of **biotechnology** will pay off handsomely in the 1990s, both for society and for young professionals staking out a career here. The biotech boom will arrive hand-in-hand with a burgeoning **health-care** market.

Materials engineering will offer bountiful jobs with superior pay in the coming decade.

The **human resources field** will provide a wealth of high-income professional careers in the 1990s.

The **travel business** offers yet another prime market for a successful career.

A cascade of **computer applications for business services** during the 1990s promises a welter of well-paid opportunities for computer scientists and systems analysts.

As the very language of business, **accounting** holds forth superb opportunities for a re-industrialized America's 1990s.

Momentous change in the world economic order and the reorganization of financial markets will mean an **explosion in demand for knowledgeable financial managers** during the coming decade.

Telecommunications will link together hyper-modern systems for production, finance, and business and consumer services in the next decade, as well as milit[illegible] networks for command control, and intelligence. (Business Week Careers, 1988)

→

Slogan Buttons For CD Week

An idea for National Career Development Week, November 6-12, from a Florida school: Teachers made their own "slogan buttons" and wore them during the week, i.e.,

English Teachers Hammer Grammar
Math Counts
Home Ec Teachers Put Spice in Your Life
Accountants Never Die, They Just Lose Their Balance
Nursing - The Gentle Art of Caring
Paramedics Jump Start Your Life
English Teachers Know All the Right Words.

Career Development Affects Society

Referring to the field of career choice and development as "key to the social and economic health of the nation," George Gallup, Jr. stressed the importance of a recent career development survey. He noted that previous studies indicated that one-third of Americans have a poor sense of self-worth, with much of their low sel[illegible] esteem resulting from discouragement over jobs and careers. "The current survey," he said, "underscores the centrality of work or jobs to other aspects of life.

"This survey establishes two major facts. Number one is that career development efforts have been impressive and are positively affecting the quality of work and therefore the quality of life and the health of society as a whole; and the second is that there are major challenges ahead." (Guidepost, May 12, 1988)

Jobs In Finance Increase

According to the CAREERS 1000 survey, firms in the Northeast will have more entry-level openings next year in Finance alone than all new professional opportunities in such regions as the Midwest and Southwest.

Georgia and Florida loom as major hiring states. Finance is also booming in Atlanta, which ranks among the top U.S. cities in number of new jobs created. (Business Week Careers, November 1987)

Career Guidance Should Begin Early

Q. I have three children under the age of eight and would like them to be prepared properly for a career. Please suggest some guidelines so I can provide them with correct and useful direction.

A. Anticipating what employers will be looking for in job applicants in the year 2000 and thereafter is smart. According to the Journal of Career Planning and Employment (Summer, 1987 issue) successful job candidates will possess the following characteristics:

. Computer literacy - Understanding computer operations will be of critical importance. Many existing jobs, as well as new and developing occupations, will be based on computer technology.

. Flexibility - Individuals who demonstrate adaptability and are not threatened by change will be sought after.

. Creativity - Creativity, strategic thinking, and intuition or vision is recognized as a critical management tool.

. Knowledge - Employers will be seeking applicants who are generalists - people with broad educational backgrounds.

. Communication and people skills- Speaking and writing skills will be qualities employers will actively seek. These skills are even more important in management positions. (Joan Greenfield, Detroit News, May 2, 1988)

Computers Popular in FOREST Fourth Grade

I have been teaching my fourth graders keyboarding skills for three years now. I use a terrific district program called PAWS. I have many kids who complete one or both diskettes to the program, and then they can enter my Lunch Club (as opposed to MGM's "Breakfast Club"). We get two computers in my room; soon I'll need three just for the lunch hour, and we do some word processing using Appleworks. This all comes easy when the keyboard is well known.

Many of my kids do their creative writing compositions on the IIGS Apple computer, because it is fast for them, they can edit more easily, and all this is possible because they already know the keyboard. (Dodie Harris, FOREST)

Teaching In The Year 2000

The year: 2000

The arena: an elementary school

The setting: a fifth-grade classroom

The characters: 20 students, although six are off stage (three assisting the kindergarten classroom and three working on an art project for an all-school activity)

The action: six students working at computers on one side of the room, eight preparing their roles for a debate the next day

The director: a teacher earning as much as $100,000 a year

In the classroom of tomorrow, the role of "teacher" can take on a new meaning. Among the possible scenarios: Students take charge of a great deal of their own learning. In some cases, groups working together include children of different age levels; in others, a few different languages can be heard. A hidden camera would reveal students involved in problem solving, intense, in-depth study, and role playing.

All work together to share ideas and assist each other create the ideal learning environment.

How can ideals such as these be achieved by the year 2000? Class sizes are smaller. There are more minorities in the profession. The teachers all are well-trained, well-paid professionals who take pride in their work and are highly respected in the community. Children of many ages, backgrounds, interests, and languages are learning together. Up-to-date technology is being utilized effectively in the classroom. (Career World, December 1987)

Federal Government Is Largest Employer

With more than two million employees and billions of dollars in assets, the federal government is the free world's largest employer, and has openings for about 400,000 civilian workers a year. In spite of reductions in employment levels in the recent past, the government is actively seeking qualified people.

By 2030 only two workers will support each retiree, compared with 3.3 today.

White-Collar Workers Take Temp Jobs

More and more people are leaving the safety of steady jobs and big corporations and flocking into part-time and temporary work. Since the beginning of the decade, the Conference Board estimates that the number of so-called contingent workers-usually defined as part-time or temporary workers, the self-employed and people who work at home - has grown by 20% to 34.3 million people, nearly a third of the labor force.

Unlike the past, when temporary and part-time workers were mostly manual laborers, secretaries and salesclerks, the fastest-growing group today is in the white-collar world as managers, professionals and technical employees, says Richard Bekousm, a labor economist with the Conference Board.

Why are so many people leaving the security of full-time jobs? Some are forced into it by the new, lean corporate mentality. Others prefer temporary work; they like the flexibility and variety of temporary jobs. In still other cases, working part time helps parents deal with a corporate world that has adjusted little in the demands of child-rearing. (The Wall Street Journal, October 13, 1987)

Career Guidance Is Better Today

William Potter, St. Louis, MI, Board of Education member, and director of personnel for a private firm, recently aired the following opinion.

"Frankly, I don't know that children are any better educated today than they were 30 years ago. There is one area however, I am convinced, is much better and that is the fact that school systems, for a variety of reasons, do give better career guidance and direction to students. Today students have more resources available to them to help them choose a life's work. One of the most significant of these is the ACT "World of Work Map" and similar kinds of specific personal direction aids. Additionally, such things as the Michigan Occupational Information System (MOIS) and the career programs taught by teachers throughout our school systems have been of tremendous benefit to students."

Photographer

Breaking into the world of professional photography may require as much business skill as artistic skill, according to those already there. The range of jobs, from taking pictures in a studio for print advertisement, packaging, and magazine illustration to covering news events, is almost as varied as the potential earnings.

The advice most frequently offered to newcomers is to find a job assisting an established photographer.

Out of 200 people who start out as assistants, only 20 will succeed as professional photographers.

When putting your portfolio together, you should display a diversity of subject matter and a high level of printing skill. It is also necessary to make a strong show of your creativity and attention to detail in the overall look of the presentation.

Peer Study Groups

Teachers don't always have time to give students the individual help they need, but Melanie Corwin of New Vienna, Ohio, has found a system that provides personal tutoring for all her fourth graders at the New Vienna School: peer study groups.

At the beginning of the year, Corwin pays very close attention to her students in class, at lunch, and at recess as well. Then, when she divides them into groups, she's able to include students with strong interests in different subjects in each group - and to spread out the troublemakers, clowns, and loners, too. That child nobody likes goes into a group with the most warmhearted student Corwin has spotted.

The students in each group get to know one another better by choosing adjectives to describe themselves and discussing these (constructively, Corwin stresses) in the group. Then, to build unity and practice compromise, they choose a name and design a coat of arms for the group.

The peer groups do certain assignments as a group, and group members are always available to lead one another in working out difficulties with individual assignments. (NEA Today, April 1988)

Career Activities For The Classroom

Visualizing Success

Athletes know it, entertainers know it, and career seekers must learn it, too: the importance of visualizing success. It's a way of fueling your dreams. As someone once remarked, "Success isn't a destination - it's a journey."

The authors write, "You imagine a winning script and mentally shoot the physical action." Have students imagine themselves in three photos that illustrate their conceptualized success.(Career World, March 1988)

Working Alone

In recent years, there has been a lot of talk among futurists about the "wired cottage": the idea that computers would allow a big percentage of the work force to stay home and telecommunicate their work to the office. Some sociologists point out that most people like the social environment of an office and some would be unhappy and probably unproductive at home. Ask students to think how a typical office work environment motivates people to work.

Ask students, all of whom work on schoolwork at home, to share strategies for getting themselves to do their work.

Ask students to think about the following: Being self-employed is part of the American dream (owning your own business, for example), and yet some aspects of achieving that dream are exactly what make it impossible for most people. What are they? (You have to shoulder all the responsibility yourself; there usually is no one to whom to delegate the less exciting tasks; being self-employed often means working more than 9 to 5.)
(Career World, May 1988)

New Engineering Film Is Available

Available for loan from the FHS Career Center a new National Science Foundation film, "The New Engineers," is a 26 minute VHS videotape which features the unique research work of engineers that crosses the traditional boundaries of science in fields ranging from bioengineering to designing earthquake resistant structures. (Call 476-1168.)

Future Travel For Career Planning

"This is an invitation into the future," Joe Hart says, "a future you will create." Hart is a career counselor from the University of Arkansas, who takes people on "time trips." He uses the concept of future travel as a tool to help others plan their lives and develop confidence in building their own futures.

"Travel" may begin in a living room or a classroom, but Hart usually asks the travelers to stop at a museum of the future, to see their own lives on exhibit. Hart guides travelers in taking apart, then rebuilding, the "exhibits" into the kind of life the travelers want.

Young people are at a distinct advantage over older types: They don't have to tear down exhibits of their futures; they're building them now. Have them envision: What will the exhibit of your life look like? What are the best things that could be possible for you? What will you have achieved? Whom will you have loved? How will you be remembered?

If they can dream it, they can make it happen.

Job Corner

Set up a Job Corner in each room with simple job applications available and directions on how to fill them out for such classroom jobs as service squad, teacher helper, chalkboard cleaner, etc. Standards for each job should be posted, and if the successful job applicant does not continue to meet those standards, he/she loses the job. They can then appeal the "firing."

How Important Is Money?

The "payoff" of some careers is intrinsic - high self-esteem, personal satisfaction- and of others, extrinsic - prestige, material success (social service careers generally pay less than business careers, for example). Ask students if they can make a logical career decision by answering the questions, "Is your first priority making money? How much do you care about the amount of money you make?"

The Changing Nature Of Work

The overall supply and demand of labor will change slowly during the next decade as will the occupational composition of the labor force. New technology will generate both mundane, low-paying jobs, and sophisticated high-paying jobs, just as mechanization and automation have done in the past. The Bureau of Labor Statistics has estimated that, by 1995, for every computer specialist, operator, or technician added to the work force, there will be three additional unskilled laborers, three salesworkers, and seven clerical workers.

No doubt the content of many jobs will change. But these changes will not substantially alter the basic skills required for work. The most widely held occupation in the American economy is that of secretary and office clerk. Today, there are some 7 million individuals performing these duties.

Despite the introduction of new office equipment over the past century, intrinsic secretarial skills have changed very little since the typewriter was introduced. Whether secretaries operate a manual typewriter or a word processor, carbon paper or a photo-offsetting machine, the skills necessary to perform the job remain essentially the same: an ability to type and to spell correctly. But the work of the secretary does not end, obviously, with the ability to type. The many other administrative and related tasks that secretaries perform will persist. Technology may have changed how the secretary works, but there is little prospect that the secretary's administrative and planning duties will change in the foreseeable future.

In sum, the evidence seems overwhelming that in the next decade the economy is not going to generate an extraordinary demand for new skills. Computer technology may appear to us - the first generation of observers and participants - as a promising (or threatening) revolutionary transformation of work and society. It does not follow, however, that users will have to be familiar with the mysteries of computer technology. We all know how to operate a telephone, but very few of us fathom the technology that makes it work.

Whatever wonders computer technology may spawn, the production managers will simplify work. Just a decade ago, few people could locate the "on" switch of an IBM PC. Today, "user friendly" computers require only marginal changes in skill requirements.

The most significant development in the labor force has been the rise in educational attainment of American workers. The changing structure of the family has also had a major impact on the workplace.

Higher educational attainment and greater affluence among employees will call for greater sensitivity and attention by management to the concerns of their workers. So far, there has been a great deal of rhetoric but, with few exceptions, no overall change in labor-management relations. Questions about the optional amount of delegation of authority and control have been debated at least since Jethro advised Moses on the organization of his chain of command. The latest pronouncements by management and their consultants have not shed much light on the subject. (The Futurist, Nov.-Dec., 1987)

Imports, Exports, & Jobs

The U.S. appears to gain more new jobs from a given level of exports than it loses because of the same amount of imports, according to a Conference Board analysis released recently.

The analysis suggests that $10 billion worth of exports generates about 193,000 new American jobs, while $10 billion worth of imports eliminates about 179,000 jobs.

"The role played by exports in U.S. job creation is often overlooked in policy debates," notes Richard Belous, Conference Board labor economist. "One reason is that those who suffer job losses are often both more vocal and better organized than those who receive new jobs as a result of international trade."
(Getting Jobs, March-April, 1988)

Changes in the computer software and hardware industry happen so fast that an item can go from state-of-the-art to obsolescent before a ninth grader graduates from high school.

Free Copy Of Technology Review

The M.I.T. Press is offering potential subscribers a free issue of its journal Technology Review. A full year (8 issues) costs $12.00. The journal deals with specific technologies and their social ramifications: why people think computers can't think; how silicon chip manufacturing causes industrial illness; potential financial crises caused by blame for toxic waste dumping; how pesticide control issues are controlled by inappropriate congressional committees. For your free issue, write: Technology Review, PO Box 978, Farmingdale, NY 11737.

What's Your E. Q.?

Experts say that those who have an entrepreneurial bent are cut from a different cloth.

Want to see if you measure up?

Write to Northwestern Mutual Insurance Co. for a free copy of the "What's Your E.Q.?" quiz, P.O. Box 76, Theinsville, WI 53092.

A "midpreneur" takes a hobby and tries to make it into a profit-making venture. A "midpreneur" takes a controlled risk while an entrepreneur creates an idea and tries to market it.

The Bumble Bee

The bumble bee, according to aeronautical science, can't fly. The ratio of his wingspan to the size of his body makes flying totally impossible. The bumble bee, who is ignorant of such technical matters, goes on flying anyway. The fool didn't know it couldn't be done, so he went ahead and did it.

Help Others Develop A Positive Self Concept

Remember to:
- ...Practice saying positives
- ...Give honest praise
- ...Find something positive in the situation
- ...Give positive comments before and after presenting negative points
- ...Be against the act, not the person
- ...Use the "I" for expressing concerns instead of "You" form. Say, "I feel hurt about..." instead of "you are always causing..."
- ...Set goals for giving compliments
- ...Show appreciation with calls and notes
- ...Be sensitive to what others say and do
- ...Care and let others know you do care

Bits & Pieces

Write a thank-you letter after each job interview. It is interesting to note that thank-you letters have been found to have the highest correlation between those people looking for work and those who get offers.

Teacher shortages are vanishing in most subjects as salaries increase.

Of 279 U.S. corporations surveyed last year by the Bentley College Center for Business Ethics in Waltham, Mass., 208 had written codes of conduct, [illegible] had ethics committees, and 17 had ethics ombudsmen. With growing publicity about corporate wrongdoing, this is an area that executives are finding difficult to ignore.

Twenty years ago, only 30% of women entering college were anxious to be rich. This year, 72.1% say they want lots of money. Men bent on being rich rose from 54.2% to 79.5%.

"People whose lives are affected by a decision must be part of the process of arriving at that decision."

Mark Twain once said he could live happily for two months on a good compliment.

Homemaker Responds To Teacher Request

The responses from one of Jane Reid's GILL parents to a letter asking would they like to discuss their careers:

1. Your job title: "Hey, Mom" or "Hey, Honey"
2. Why you chose this career? "That's a good question!"
3. What kind of training do you have? "Watched Donna Reed and my own Mom."
4. What classes in elementary, middle, and high school were important in working toward your career goal? "I went to Catholic schools and didn't want to be a nun!"
5. What do you like best about your career? "HA HA HA HA HA HA"
6. What do you like least about your career? "When my kids get chicken pox!"
7. What are desirable work characteristics? "Husband comes home!"
8. What tools do you use? "Dishwasher, stove, sharp knives, phone..."
9. Does anyone check on what you do? "Constantly!"
10. How many hours do you work in a day? "HA HA HA....Is this a joke?"
11. Pictures or other "hands on" materials are interesting to the class: "Dishpan, sponges, Spray and Wash, Windex, etc."

Student Comments On EAST Career Day

Some interesting comments from students regarding the March Career Day speakers at EAST:

. I like the Real Estate lady, but I've seen easier jobs!

. I really like the Fire Fighter! He let the kids dress-up in full uniform.

. I would like to have an all-day career fair so we could hear about more jobs!

. I would like to know more about Police Women.

. The people who seemed to love their jobs were the most enjoyable to listen to.

Some topics "wished" for were: movie star, sports doctor, astronaut, pilot, all four armed services, computer expert, cook, paramedics, entertainers, disc jockey, scientist, and interior decorator.
(Sharon McConaghie, EAST)

POWER English Class Hears Variety Of Speakers

We have had many parents volunteer to discuss their careers. We've heard a mortgage broker, a real estate sales person, an insurance executive, and a sales representative for a pharmaceutical company.

One of our outside career persons was a free lance photographer from the Farmington Observer who has traveled to 22 countries and has taken pictures of many area events. The other guest speaker was Mike Blair. He delivers the mail to our building during the day, and at night he joins some other musicians to practice with their rock bank of "Heaven's Wish." They are currently playing every Saturday night at Harpos to crowds of 5000+. They will have a record released next month, and he knows many people such as Bon Jovi, White Snake, Van Halen, etc... The students learned about the amount of work and dedication it takes to make it with the media crowd. He discussed his medical benefits that he receives with the U.S. post office and the type of income that he receives as a r[illegible]k star.

We've really enjoyed the variety of careers that have been discussed this year. It's also been interesting to see how many middle school students worked last summer at area golf courses, after discussions of the pay and benefits received there. We have many motivated students, and I'm sure that our next generation will carry on, and become good, solid citizens of our community.

I would like to see additional teaching of possible investments for these students. Many have expressed interest in learning about the stock market, mutual funds, etc.
(Martie Ports, POWER)

Herstory Quiz Is Available

Interested in a 17 question "Herstory Quiz" which highlights women's accomplishments in history? The first question is, "Who was the first female candidate for the U.S. Presidency?" Answers are provided. Call Corky Parrott, 477-3318.

Farmington Career Development

PERSPECTIVES

Corky Parrott, Career Development Coordinator 477-3318 Number 33 December, 1988
Earl Baumunk, Director of Vocational and Career Education Farmington, Michigan

Career Development Steering Committee
1988 - 1989

Beechview	*Mary Daly
	*Lori Olson - Alternate
Eagle	Idelle Neuvirth
Flanders	Shirley Michelotti
Forest	Connie Qualman
Gill	Jane Reid
Highmeadow	*Bette Buckler
Kenbrook	Marion Brewer
Larkshire	Karla Walkley
Longacre	Elaine Gilbert
	Pat Baumunk - Alternate
Wood Creek	Annie Crudgington
Wooddale	Charmaine Ratcliffe
Wm. Grace	*Nancy Stroh
Dunckel	John Petro
East	Sharon McConaghie
Power	Jim Weston
Warner	Ruth Daniels
FHS	Marge Kalec
HHS	Ann Areeda
NFHS	Jeanne Walkowicz
	Judy White
	Walter Jablonski
	Earl Baumunk
*New Members	Corky Parrott

Dunckel Has Outstanding Career Day

Careers from Automotive Servicing to Writing were discussed by 31 speakers at DUNCKEL's Career Day on November 10. Watch the TV10 Program Guide to see those who were videotaped: sports medicine, attorney, chef, broadcasting and public relations, administrative assistant, and post high school planning. This tape will be available for classroom use. Congratulations for an outstanding Career Day to the Dunckel staff, Phyllis Daoust and Mary Beth SiKora.

Splete Urges Continued Growth Of Career Development Program

After congratulating the Career Development Steering Committee on their excellent CD program, Dr. Howard Splete cautioned them not to "let down." The Oakland University professor urged them to work until CAREER DEVELOPMENT is established as an instructional priority for the District, and until the Board members, all teachers and administrators know about and subscribe to the entire program.

He enumerated the good points of Farmington's program, which he had examined as a member of the Michigan review committee. This committee then sent our program on for national review which culminated in the Exemplary Program award for 1987-88. Highlights which he mentioned were that it is a K-12 program, it includes an educational and career planning process, has collaborative projects with business and industry and is supported with local funds.

Improvements which he suggested included assessing the program, asking students what they feel is needed for their career planning, getting all teachers to "own" the program and feel that it is important.

He predicted that there would be increased use of computers in guidance and counseling programs in the future and more collaboration between business and education.

Dr. Splete spoke to the CD Steering Committee at their first meeting on November 4.

A career is the sum total of worklife, education, lifestyle preferences, and work patterns and decisions.

These Kids Tag Along

What do mom and dad do for a living? The fifth and sixth graders at Whitaker Elementary School in suburban Cincinnati don't just ask - they tag along.

It's all part of an annual Career Awareness Project under the direction of Finneytown Local School District counselor Evelyn Haycock, in which the students spend all or part of a business day at the place of employment of a parent, grandparent or family friend. The results of the day in the workplace are shared with classmates through oral and written presentations. Career visits take place in mid-December, and reports about what the students learned continue the next two months.

A girl whose father is an obstetrician observed the birth of a baby. A boy whose father is a research chemist for Procter and Gamble spent the day in the lab observing laboratory techniques and instrumentation. These were just two of the varied occupations studied, ranging from air traffic controller to nurse, from advertising executive to church education director.

Now in its 14th year, the program continues to illustrate career opportunities as well as helping students appreciate their parents' efforts to earn a living. "I didn't know my dad worked so hard," one youngster said. (Thanks to Barb Novatis, WOOD CREEK)

NFHS Students Spend Day On The Job

NFHS started a Day on the Job program in November, similar to the one described above.

Jobs For HS Graduates

Jobs in industries which normally require only a high school diploma will drop from 34.0 to 32.7% of the labor force between 1966 and 2000 - but that will still leave 30 to 40 million employed in these fields. fields. (Career Opportunities News, October/November 1988)

Employee benefits in 1985 cost companies $8,166 per worker, or about $3.95 an hour according to the U.S. Chamber of Commerce.

Successful People - An Activity

Perhaps you have been asking the wrong questions. Rather than, for example, "What do you want to be when you get older?" a better question to pose is, "What kind of person do you want to be?"

When people think of success, they usually refer to money, power, and fame. But true success in life has little to do with status or title. Success comes from enjoying what you're doing, taking pride in your work, and being at peace with yourself and those around you.

Successful people know that what they do for a living is not as important as how they do it and who is positively affected by their actions.

In the end, personal characteristics such as caring, loving, honesty, and integrity are as important as the occupation you choose. You can be fired from a job and suffer financial loss, but no one can ever strip you of your personal values. They're yours to keep and pass on to future generations.

Exercise Your Thinking:

What kind of person do you want to be?

1. List five personal characteristics that you value most in yourself or in others.
2. How will these five characteristics help you in life or in whatever occupation you choose? (Career World, September 1988)

What Does Your Appearance Say?

Have students bring to class magazines that they can cut apart. Distribute the magazines to students to cut out pictures of people whose dress makes the following statements: "I'm responsible"; "I don't care"; "I want a job where I can be casual"; and any other categories you think would be fun or appropriate. Compile the pictures into a collage for each category. (Career World, September 1988)

The biggest reason for career failure is lack of people skills, not being sensitive to others, not listening to the subtext of what's said, not giving and taking criticism well, not being steady and building team support.

Help Wanted: Math Majors

"Unless we increase our own supply of mathematicians, we are going to find by the late 1990s that we will have to import foreigners to train our next generation of scientists." So declares Dr. Edward Connors of the University of Massachusetts, who chairs a joint committee on educational policy for the American Mathematical Society and the Mathematical Association of America.

In a recent conversation, Dr. Connors made the following points:

. Fewer and fewer U.S. citizens are interested in advanced mathematics.

. Last year marked a 20-year low in the number of graduate math degrees earned by Americans.

. Between July 1986 and June 1987, fewer than 400 U.S. citizens were awarded doctorates in math. During that period, 51% of the math doctorates awarded in the U.S. were earned by foreign citizens studying here.

. The federal government should offer incentives to students to pursue math as a career, i.e., forgive its "educational loans" to those who major in math.

. The decline in the number and quality of math students in this country can be traced to poorly trained elementary school teachers. Many of them simply do not know the subject or how to teach it.

. Many of the teachers do not realize that if they fail to interest a student in math by the sixth grade, they've lost the student forever.

. Parents should consistently encourage their children, particularly girls, to consider math as a career possibility. The traditional belief that females have a "math gene" missing in their heritage structure is so much nonsense.

(Parade Magazine, October 23, 1988)

To be effective in an increasingly high tech and global market, M.B.A.'s should mix skills in traditional management fields with studies in engineering, law or medicine. Schools have to become more reality based, with course work in how to compete abroad. That's where the future is.

Top And Bottom Jobs

Here are the top 10 and bottom 10 of 250 American jobs as rated by "The Jobs Rated Almanac." The ratings are based on salary, stress, work environment, outlook, job security and physical demands.

Top 10

1. Actuary
2. Hospital administrator
3. Physicist
4. Industrial engineer
5. Civil engineer
6. Astronomer
7. Computer systems analyst
8. Mathematician
9. Aerospace engineer
10. Chiropractor

Bottom 10

241. Taxi driver
242. Garbage collector
243. Nurse's aide
244. Dairy farmer
245. Cowhand
246. Construction worker
247. Roofer
248. Sailor
249. Commercial fishing
250. Migrant farmworker

(Detroit Free Press, May 19, 1988)

A Better Life for "Forgotten Half"

The William T. Grant Foundation is urging a harder, more sympathetic look at "the forgotten half" - the 20 million youngsters aged 16 to 24 who won't be going to college. The Foundation argues for:

"A better first chance": more career-oriented opportunities with better pay and more chances, in school and out, for skills enhancement. "The half of our youth who do not go on to college have a right to be able to compete for jobs that are adequate in numbers, that offer reasonable wage levels, that provide health insurance and other essential benefits, that offer career advancement in return for diligence and competence, and that provide continuing educational opportunities and retraining benefits if they are displaced by technological change."

(The Detroit News, April 24, 1988)

Demand Rises For Language Skills

After years of hearing "no," those who can say "si" or "oui" are finding job opportunities opening for them. The Federal Bureau of Labor Statistics has not yet projected job opportunities in the next few years for people with knowledge of a foreign language, but those involved in trade, translation, interpretation, travel, teaching and commercial enterprises such as banking and manufacturing contend that a dramatic surge has taken place in the job market for people with such skills.

"There's no question about it," says Thomas Kearney, director of the World Trade Center Institute, a division of the Port Authority of New York and New Jersey. "Languages are increasingly important in international trade. There is a great need in international business now for people who have language competency. The key to Japanese success was the importance they attached to language."

In large companies translators are treated as professionals and may earn $40,000 to $50,000 a year. In other places they may be hired as bilingual secretaries. The average fee for freelance translation work is $45 per 1,000 words, or four and a half cents a word.

College placement officers report an increase in jobs for graduates with the knowledge of a foreign language. Officials have noticed that graduates of engineering programs who know German and Russian are getting twice the job offers of those who don't. Only 5% of the engineers and scientists in this country have foreign-translation skills. There is a real need.

Students should be encouraged to combine language study with a specialty such as business, computer science or engineering. (Cam Report, September 1, 1988)

By the year 2000, 61% of women will be part of the work force. That figure will inflate the number of two-income households.

"The policy of being too cautious is the greatest risk of all." Jawaharlal Nehru

Typesetters Are In Short Supply

A shortage of skilled typesetters makes this an in-demand occupation.

Many industries are turning to in-house typesetting.

A smattering of firms using typesetters includes ad agencies, designers, newspapers, magazines, printers, rubber stamp companies, universities, large corporations and graphic arts companies.

Some shops need typesetters to work 'round the clock. Typesetters can fit an evening shift job or part-time work around school classes.

FHS's Printing classes offer this training.

Biotech Is Hot

The hottest degrees - Ph.D. preferred- for the '90s may well be in molecular genetics, genetic engineering, and biochemistry. All offer top career advancement in the biotechnologies, says David N. Leff, editor-in-chief of Biotechnology Newswatch. In-demand biotech titles for tomorrow include real tongue twisters, such as pharmaceutical formulator and immuno-engineer. (Career World, Sept. 1988)

Women Investment Bankers

Only in recent years have significant numbers of women begun to enter investment banking. Most business schools report increasing numbers of women entering both undergraduate and graduate programs. Goldman Sacks and Co., which had only one woman associate in 1977, today has women occupying over one third of the professional staff. That is quite a change!

In the past, investment bankers were almost always prep school boys with good family names.

Despite the democratizing influence of increased competition in the field, and despite high salaries, investment banks still are very conservative institutions. They recruit for the cream of the MBA crop and an individual willing to give a 12-hour a-day commitment. (CAM Report, Oct.1, 1988)

45% of all undergraduate and graduate students are now over 25.

Health Care: Bright Future

With baby-boomers all grown up, the competition to get into medical and dental schools has eased. Nursing school enrollment is down 30% since 1983. And because the boomers are aging, the strong job market for doctors, dentists, nurses and other health professionals is getting even healthier.

Prospective dentists will have to see a need - and fill it. It's true that the growth of dental hygienists, over-expansion of dental schools, fewer cavities and the 1981-82 recession all portended a grim future. In the mid-1970s, there were 2.7 applicants for every dental school opening, and now it's only 1.3. But these worries are unfounded. Better dental insurance and the increase in the number of elderly people, more of whom keep their teeth because of improved care, mean that different types of dentists will be needed, not fewer dentists. Restorative dentistry - making and fixing crowns, bridges and partial dentures - will be hot.

The same geriatric boom likely to swell the need for nurses, doctors and dentists will put other health professionals to work. The American Physical Therapy Association claims that there is virtually no unemployment among physical therapists, who diagnose and treat physical disabilities. Salaries start at $20,000 to $25,000, but unlike nursing, you can more than double your pay over the course of your career. Government statistics project an increasing need in other areas, such as nutrition, audiology, speech pathology and optometry. (U.S. News & World Report, April 25, 1988)

Computer Education In China

In China computer programming is usually taught for the first several months without benefit of computers. Then, students and teachers may have to travel several miles to another school to use their three or four computers. Class size is nearly double that of comparable courses in the United States, but there are no complaints of too many students. There are over 300 million students in China's schools. (Vocational Education Journal, April 1988)

Where The Jobs Are

Demand continues for people to fill entry-level positions in accounting, management-information systems, computer science, purchasing and marketing. Consumer goods manufacturers, hotel chains, airlines and financial-services firms are among those clamoring most loudly for new hires.

One of the qualities employers in the business world look for in new hires is the ability to flex - to transfer skills from one function to another. Recruiters in fields from banking to sales increasingly prefer applicants with a liberal arts education.

Successful practice in motivating people counts, too. An increasing number of companies today are looking more for a personality type than a degree. Proctor and Gamble, for example, wants "impact players" - highly motivated students who are leaders on campus.

Companies with fewer than 500 employers account for 3 out of 5 new jobs created in the private sector, and nearly half of these are professional, technical or managerial. (U.S. News & World Report, April 25, 1988)

College Abroad Appeals To U.S. Students

The number of U.S. college students taking courses for credit in foreign countries has nearly doubled in three years, according to a survey released in March 1988.

In 1985-86, approximately 48,483 students attending 1,898 U.S. institutions earned academic credit for studies outside the United States, according to latest figures from the Institute for International Education.

The most recent previous study, conducted in 1982-83 by the agency, found 27,145 U.S. students studying abroad.

Administrators of study-abroad programs said some students may be finding that study overseas is economical compared with the more expensive U.S. schools where tuitions have been soaring throughout the 1980s. (Lansing State Journal, March 1, 1988)

Meaningful Jobs

"Nonprofits" are agencies that serve an educational, charitable or scientific purpose and plow back all their profits into operations. Otherwise, they're exactly the same as for-profit companies. Like IBM or Merrill Lynch, agencies have to break even every year, and they seriously need graduates who know how to manage money while also carrying out the agency's goals.

At a nonprofit, you can achieve great heights and deal with people at high levels very quickly. And if you're motivated, you can take the reins of a project and follow it through to the end, something very few graduates can do in a corporate training program. The chance to gain a lot of experience in public service in just a few years is incredible.

An executive director at a small-to-medium size agency (between 5 and 20 staffers) typically earns less than $40,000 annually. And, it usually takes four to 10 years to reach that level, say recruiters.

The Department of Education has instituted a loan forgiveness program for non profit employees. The current program allows public service workers in Peace Corps and Vista-type programs to defer payment on their student loans for three years, while having a portion of the loans (between 15% to 20%) forgiven. In addition the deferment aspect of the program is available for all employees of tax-exempt public service organizations.

At least 7.8 million persons were in the nonprofit labor force in 1985. These persons accounted for 7.3% of all employed workers. The nonprofit labor force has been and will be growing faster than total employment over the next decade.
(CAM Report, August 1, 1988)

Army Recruiting Is Getting Tougher

The Army this year has seen a decline in the percentage of recruits with high school degrees, after five years of increases, and recruiting is "getting tougher." The Army is focusing more on women and minority group members, as well as offering higher pay, shorter enlistments - and improved benefits.

Government accounts for 17.6% of United States employment.

New Jobs Below Poverty Level

More than half of the new jobs created since 1979 provide incomes that are below the poverty level for a family of four, according to a report by the Democratic staff of the Senate Budget Committee.

The report, "Wages of American Workers in the 1980's," argues that the share of middle-wage jobs has decreased in this decade, while the proportions of low- and high-wage jobs have increased. The number of low-wage jobs grew more than twice as fast as that of high-wage jobs, it says.

The report defines low-wage jobs as those providing an income of less than $11,611 a year - the federally defined poverty level. High-wage jobs are those above $46,444, or four times the poverty level.

The study maintains that wages "are becoming polarized in a downward direction." In 1987, it notes, 60% of the net rise in employment was at below-poverty-level wages. (Education Week, October 12, 1988)

Lawyer Supply

Even though the number of would-be attorneys applying to law schools has declined 12% over the last few years, 35,000 new lawyers enter the field every year, reports Medical Economics.

At that rate, by the year 2000, the U.S. will have some one million attorneys - one for every 300 people.
(National Enquirer, January 1988)

Fewer Try For Med School

Medical School appears to be losing its cachet for U.S. students, as applications declined in the 1987-88 academic year, the American Medical Association said Thursday.

Applications to medical schools fell about 10%, from 31,323 in 1986-87 to 28,123 in 1987-88, with about 61% of applicants winning acceptance, Anne Crowley, an AMA analyst, reported in the association's journal. (Free Press, August 26, 1988)

Companies spend millions annually on leadership training. Now they are thinking more about teaching employees how to be effective followers.

Superconductivity Will Change Your Life

Consider the possibilities...Electricity too cheap to measure, generated by clean nuclear fusion, the power source of the sun itself; non-polluting electric cars whirring merrily from place to place; trains that "fly"; portable mainframe computers that fit in the thinnest designer attache cases. If you've got a fantasy about the future, superconductivity perhaps plays a part in it.

A superconductor is a material that presents no resistance to the flow of electricity.

Bob Dynes, AT&T Bell Laboratories, says "Everyday superconductor applications are 10 years to 15 years in the future."

Why the delay with superconductors? For one thing, Dynes says, scientific theory has yet to catch up to what's already happened in the laboratory. Certain materials are indeed superconductors at temperatures only dreamed of just months ago. But scientists don't know why these materials superconduct. Until they do, the breakthroughs that could open the door to everyday applications of superconductivity likely won't happen.

Bell Labs' current efforts, according to Dynes, are concentrated into three areas: trying to refine the superconductive materials that have already been made or observed in the laboratory, trying to understand the physical properties of these superconductive materials, and trying to solve the riddles that hold back the manufacture of large amounts of superconductive materials and the fabrication of useful products out of those materials. Much hard work, in science and engineering, must be done.

Nonetheless, there is a mad, worldwide race going on, involving every sizable research laboratory in the world.

Says Dynes, "Most of the materials we're working with are ceramics, and we don't know why they work. Even if we did, we'd have the processing hurdles. How do you take a brittle ceramic, for example, and make it into a flexible, thin wire that carries the amount of current you need?

"How do you make thin films of these ceramics that you can use to manufacture computer chips that take advantage of their superconductive properties? How can you make these things at a cost, and at a quality level, that makes them practical for the marketplace?"

How long will it be until superconductor products are available? What will they be? How much will they cost? And will Japanese industry be there first?
(Focus, April 19, 1988)

If you are interested in the complete article, call Corky.

Fewer Minorities Entering Engineering

One worrisome trend is a recent drop-off in the number of women and minorities, other than Asian Americans, who choose to enter engineering. The American Society of Mechanical Engineers noted recently that blacks, Hispanics and women in engineering are "underemployed and underpaid" compared with white males. The growing proportion of foreign-born engineering professors complicates the problem for women. Bright American women don't have to put up with that any more. They can go into business or law. (U.S. News & World Report, April 25, 1988)

Computers Winning The Progress Race

What would happen if the rest of the industries advanced as fast as the computer industry? Cars would get 550 miles to the gallon..sirloin steaks would sell for nine cents...good suits would sell for $7...a trip around the world in a plane would take 24 minutes.

Masons Needed

The National Concrete Masonry Association says the industry will need 119,000 masons within five years because 4% of the journeyman are leaving the trade each year and few youngsters are signing up as apprentices.

"Success is going from failure to failure without loss of enthusiasm."
Winston Churchill

Tact is the art of making a point without making an enemy.

Wood Creek Chooses Favorite Dinosaur

Barb Buchman's 4th grade at WOOD CREEK has been doing a unit on elections under the direction of her student teacher, Cheryl Kennedy.

Besides charting the current political election, the students have worked on a schoolwide election to choose Wood Creek's favorite dinosaur. They held a primary to choose candidates, chose committees, made posters and banners, gave speeches and wrote commercials. The election (complete with special ballots) was held on Nov. 4th.

As part of their study of the presidential letters, the students studied political editorial cartoons. The students then drew "editorial" cartoons. On Oct. 21 Bill Day, the editorial cartoonist for the Free Press, visited and talked about his job. He also shared some large scale drawings of his recent cartoons and discussed the reasons for drawing them. The students then shared their cartoons with Mr. Day.

Teacher Suggests "Involve Your Parents"

My suggestion - Involve your parents! Offer them suggestions on how they can share their careers with your class. There are exciting ways of doing this beyond merely visiting the classroom.

My class visited Woodland Medical Center in May. Two of my parents invited us there as part of my Parent Pizzazz Participants. One is a medical technologist and he showed us his lab. We looked under microscopes. The second dad's optometry office is located in the same office center. This dad had previously visited my class and spoke about his profession. During the visit to his office we saw the "tools and machines" he uses in his trade.
(Dodie Harris, FOREST)

Copies Of Career World Are Available

Because of a mix up in our subscriptions, we have extra copies of Career World for September and October. September had articles on Apprenticeships, Do Your Clothes Say "Hire Me"?, Seven Smart Ways to Check Out a College, Visions and Values. October features Careers in Aviation and Aerospace, There Ought to be a Lawyer, Sheet-Metal Workers. Call Corky if you want a copy.

Family Focus, Consumerism Are Predicted

The uncluttered, unbridled lives of Midwesterners will become the envy of the nation by the next century, says trend-watcher Faith Popcorn.

"To live on the coasts used to be the aspiration, but not any longer. Everything that everybody wants - big family, good food, regular people, nothing hyped up-it's all right here," she says.

The desire for Midwestern values is a trend-in-progress or TIP. "Mom foods like meat loaf are gaining in popularity, and the cafeteria business has never been better as a result," she says. "The greed weed has burned out, and everyone wants things like yard space or the ability to drive up to the country and being outdoorsy."

"Homecoming" is another trend in progress and includes a new women's movement. "Ten year ago, we had supermom; today we have burned-out mom. A third of all female MBAs in 1977 have already returned home," Popcorn said. "Women are fleeing corporations to raise children or operate businesses in their homes.

Her third TIP is "fighting back." As consumers become increasingly concerned with quality and convenience, their complaints also will increase when they are not satisfied with the service provider.

Consumer-oriented businesses will be watching these trends in the 1990s:

. Staying home more, watching TV and movies.

. A bigger appetite for unusual food items like finger bananas or exotic herbs like lemon grass, pesto and cilantro.

. A new women's movement: returning home and taking renewed pride in raising children.

. More longing for the good old days, as divorce rates slow and a return to traditional life-styles is encouraged by the AIDS epidemic.

. Increase in vegetarianism as concern with the health hazards of obesity increases.

. Older women will be viewed as sexy in an overall aging population.

. Drug use will decrease but hard liquor and mixed drinks will return.

(Detroit Free Press, Friday, Aug. 26, 1988)

Farmington Career Development

PERSPECTIVES

Corky Parrott, Career Education Coordinator 477-3318 Number 26 December, 1986
Earl Baumunk, Director of Vocational and Career Education Farmington, Michigan

Farmington Participates In County Guidance/Placement Project

Farmington received $8249 as part of the Oakland Schools Guidance/Placement project. The objective of this project is to set up networks for both Guidance and Placement between OCC, Oakland Schools, the four vocational centers and local districts. Some activities which Farmington has planned are:

. Set up a bank of video cassettes of non-traditional career speakers.

. Plan a series of meetings with OCC for counselors, technical instructors, and students to learn about programs, services and to view facilities and technical programs; and for OCC instructors to meet with local instructors.

. Explore the possibility of bringing industry personnel into classrooms to teach units.

. Provide additional interest and aptitude testing for 10th graders for career decision making.

. Conduct a pre and post survey of students on career counseling needs.

. Explore possibilities for teachers and counselors-in-industry training.

. Provide MOIS information for special needs students on an individual basis.

Helicopter Visits Gill

Dennis Place, GILL third grade teacher, invited the Coast Guard to land their helicopter on the Gill School playground November 19. The helicopter was seen by all the grades. Each grade had a chance to tour the helicopter and ask questions concerning it and careers in the U. S. Coast Guard.

The helicopter stayed three days due to a faulty motor; so the school's knowledge of helicopters and the Coast Guard was greatly expanded. (Submitted by Alice Davis, GILL)

"Keep Up The Good Work In Career Development" Says White

"You are further ahead in career ed than what I have experienced," Judith White, Assistant Superintendent for Curriculum and Staff Development, told the Career Development Steering Committee members after hearing their reports on November 3. "I am impressed. Keep up the good work," she encouraged. You should be able to see a strand of Career Development which goes from elementary through middle school and high school. "We will continue to work for the infusion of career development in the elementary," she added. She also said she was glad it was alive and well in Farmington and that we see a need for it.

Career Development Is Tested On MEAP

Career development was tested as part of the MEAP this fall in 18 Michigan schools. One section of the test had students respond to questions after watching videotapes on group problem solving and interactions. These videotapes and tests are available if you would like to try this new testing approach with your students.

Roger Gault and Corky Parrott helped correct the MEAP Career Development open ended questions for seventh and tenth grades.

If all goes as planned, CD will be tested next fall on a voluntary basis. Corky hopes Farmington will volunteer for this testing to see how effective our CD program is after six years.

NFHS and FHS each took a busload of students to the OCC High Tech Careers Open House on November 19.

Oakland County will again have a Career Development Conference in the spring, after a two year hiatus.

Workers Of The Future

Workers of the future will need:

- An attitude of team work and flexibility. Initiative is important, but it will be part of a team effort.
- The ability to communiciate well and share information. Each person will need to know his/her job and how it fits into the whole manufacturing process or business.
- Persons will need to think at every level of work.
- Be creative.
- Have good interpersonal skills.
- Be able to think statistically.
- Understand what goes into budget planning.
- Understand the economic place of business in the world situation.
- Understand methods, standards of quality and blueprints. Management is going to rely on workers to make decisions on methods of work and quality control.
- Must have problem solving and decision making skills.
- Have knowledge of computers and their uses.
- Must assume responsibility for selves and their own work.

Implications for education:

Teachers will have to make an effort, be open and willing to learn new methods (even if they don't like what they first see). They should emphasize learning as a continuing process. Students should understand what the application of basic subject matter will be after graduation (less abstraction and more application of skills).

Schools need to reorganize so employees are a part of the decision making process before they can teach students to do these things. "How often do curriculum changes come from the bottom up?" Teachers are most "inflexible" as a group. Can we teach flexibility? (From MACE Teleconference, October 2, 1986. Panelists -David Merchant, Mazda; Keith Brooke, Saturn; Dan Russie, Maccabee Life Insurance Co.)

A group to watch is New Century. Its members are top business persons and educators who are creating a "vision" of how education should change to train the workers of the future. It is headed by Dan Russie.

Foreign Languages And The World Of Work

The connection between foreign languages and careers may not be obvious to people who assume that foreign languages are used only by interpreters, translators, or foreign language teachers. The fact is, however, that if you have another skill, plus a foreign language, you have an excellent chance of finding a very fine and interesting job; and your chances are much better than someone who doesn't have any foreign language skill. For many jobs, fluency in at least one foreign language will be a specific requirement. For many other positions your foreign language skills will be an enormous help or tool that is used frequently.

For too many years, foreign languages have existed as an isolated discipline in an esoteric corner of academia, far removed from everyday realities. However good our intentions may have been, we failed to see the very practical aspects of foreign language study. What we have found is that the skills you are developing in your foreign language classes are some of the most practical and marketable skills that you can possibly develop while in school. "Put Your Foreign Language Skills To Work For You In" is a list of 103 jobs which is available by calling Corky. (Submitted by Pierette Orlich, HHS.)

Bosses Bored With Computer Use

Just a year or two ago, the big push among manager types was to be computer literate. The boss used a personal computer (PC) to forecast finances and to track contacts. Professionals were convinced that computer savvy was essential for success.

And then they got bored.

According to a new study by Omni Group Limited, "Techtrends '85: Inside the American Office," more than a third of department managers and administrators in the top 4,000 United States companies cite boredom as a problem with computer use.

So, along with other tasks, the computer-related jobs are being handed over to the secretary. (Career World, March 1986)

Bleak Days For Psychiatry

Psychiatrists, once among the most esteemed of physicians, are overhauling their profession to regain lost prestige in the medical community.

Today, psychiatrists face stiff competition from psychologists, social workers and other counselors. Their incomes have dropped, compared with those of other medical specialists. Fewer students are choosing to specialize in this field. In contrast to the emerging surplus in the U.S. of doctors in other fields, a shortage of psychiatrists is predicted by 1990.

The Graduate Medical Education National Advisory Committee projects a shortage of some 13,000 general and child psychiatrists by 1990.
(U.S.News & World Report, February 25, 1985)

More Jobs In Sports

Only 2% of college athletes ever make a career in professional sports and even a small percentage become superstars or play for more than five years. If they do reach the professional level, the careers are usually over before they reach 40.
(Guidepost, November 26, 1986)

While jobs in traditional areas of high school and college teaching/coaching have decreased, opportunities have expanded in many settings in response to growing interest in fitness. Lifetime careers now are becoming available not only to athletes, but also to nonathletes. Work settings include fitness facilities, resorts, sporting goods suppliers, sports medicine facilities, and media/communications facilities. (Career World, April 1986)

Journalism Students Are Mostly Women

Female dominance in the journalism profession has long term implications for pay and status, University of Maryland researchers contend. Nationally, about 60% of students in journalism and mass communication schools are women.

If journalism becomes a lower paid "pink collar ghetto" like other female-dominated professions, "some of the most important work of a democratic society will become less attractive" to gifted students, they conclude.(Wall Street Journal, Nov. 5, 1985)

How To Develop Success Quotients

Although most people know that their children have an IQ or intelligence quotient, very few seem to realize that they also have an SQ or success quotient. The difference is that while one tells something of their potential for learning, the other, and this is probably much more important, tells something of their potential for winning friends, gaining status, making money, achieving goals and, in short, being a success.

A person's success quotient (SQ) is established, according to current research, very early in life. It seems to be set by the time a child reaches the age of 9 or 10. Many psychologists feel that it may be established during the critical first few years.

It seems that the warmth and security of a healthy mother-child relationship are vital to the early feelings of confidence that are later seen in above-average success quotients. What fathers can provide is a good example later in life. A mother providing a happy early life and a father providing a noteworthy example in later life will usually combine to create the most highly developed SQ in their children.

To develop above-average SQs in sons and/or daughters it's best to tax them just enough; not enough to overwhelm them, but just enough to provide a rewarding challenge. Jobs too easy and jobs too hard both produce bored, frustrated children and, later, bored, frustrated adults. Also, when children do succeed don't forget the praise. When they do occasionally fail, give praise anyway - for having tried and to show that one needn't fear losing.

Real success is nothing more than a habit. Your child expects to succeed, his friends expect him or her to succeed, he or she takes on tasks that can succeed and, voila, they do succeed. Remember, nothing succeeds like success, and that's what success quotients are all about. (Stephen Mason, psychologist in St. Louis Post-Dispatch, February 24, 1986)

Larry Freedman, Assistant Superintendent, and Dick Caton, T&I Co-op Coordinator, interviewed students in Judy Munro's eighth grade English classes, WARNER, at the completion of their CD activities.

Artificial Intelligence Experts In Demand

Artificial intelligence experts are in demand. DM Data, a Scottsdale, Arizona based consulting firm, estimates that there are nearly 8,000 jobs in the industry now and that by 1990 that number will jump to 50,000.

Artificial intelligence refers to programming that enables computers to think like human beings. At the moment, AI experts have developed programs which enable computers to reason, play chess, and prove theorems.

Expert systems people are currently working in the medical, financial, and geological fields. In the medical field, for example, an AI expert teams up with a research physician to design programs that can diagnose specific illnesses as well as prescribe appropriate medication.

Another application of expert systems is aiding petroleum engineers in determining whether or not there is oil in the ground.

AI experts in the vision systems area might work for companies in the defense industry, designing sophisticated surveillance systems that can make practical decisions, such as distinguishing between trees and tanks.

The next decade will bring less rigid requirements for breaking into the field. Presently, computer science PhDs are in demand. The next generation of AI experts will come from assorted disciplines. Talented people are beginning to move into the field with master's degrees, and at the lower levels, with bachelor's degrees. The old-timers of AI usually started out in operations research. Now the backgrounds of AI people are a lot more varied. (Business Week's Guide to Careers, Fall Preview 1985)

Training The Untrainable

Xerox Corp. will donate $5 million to the Institute for Research on Learning in Palo Alto, Calif., a non-profit research center that will use computers with artificial intelligence to train workers who had been considered untrainable. Xerox Chairman David Kearns said USA businesses each year hire more than a million workers who cannot read, write or count. "Teaching them how and absorbing the lost productivity while they're learning will cost industry $25 billion a year." (USA Today, Nov. 13, 1986)

Is The U.S. Running Out Of Work?

Yes, say two who study changes in th American work force.

John J. Leach, head of The Chicago Consulting Center, and B. J. Chakiris, president of Chakiris Corporation, support their claims by pointing out three major forces in the United States today:

- The market share of many U.S. companies is being given up to foreign competition.
- Advancing technology makes U.S. companies more competitive, but takes jobs away. Even highly skilled workers become outdated as their skills are designed into machines.
- The baby boomers continue to try to keep heads up as their careers down-scale, the result of waves of competition from their peers.

In their ongoing study, Leach and Chakiris claim that our manufacturing work force today is approximately 25% to 30% of the total labor market, but the figure will drop to 15% by 2000.

The researchers say that work and careers will not disappear. But work and careers during the next 40 to 50 years no longe will be as central to life as they are today. Work or a career alone, they say, does not bring anyone to a state of perfection. In four generations or less, other vehicles for self-discovery and human development will supplement work.(Career World,Feb.1986)

Foreigners In U.S. Science/Engineering Jobs

Foreign workers hold more than a third of U.S. engineering and science jobs in the electronics, petroleum extraction and research industries, and the trend is accelerating, a government study shows.

American dependence on foreign-born engineers and scientists doubled between 1972 and 1982. The trend is expected to continue, with half the U.S. graduates in those fields being foreign-born.

Today more than half of the doctoral students in engineering at American universities are foreign born. About 31% of the math Ph.D. candidates are foreign. In many engineering fields, the percent of foreign doctoral students has more than doubled in the past 10 years, says th National Science Foundation.

(Lansing State Journal, March 9, 1986 and The Wall Street Journal, October 17, 1985)

The Working HS Student
Editorial Comment

Carolyn Mahalak sent in the article on the Perils of Teenage Employment from U.S. News and World Report November 10, 1986. Since this is a controversial question, I didn't feel comfortable just using excerpts from it, as I usually do, without comment.

The article is based on Ellen Greeenberger's research which was done in Orange County, CA. She blames some educational problems on the fact that students are working, but is mostly against students working long hours. Of course I agree that working to excess can be detrimental to a student's welfare. She suggests HS students should not work more than 15-20 hours a week.

Michigan law states that 14-17 year olds can work a maximum combined school and work week of 48 hours. Legal hours for -
14-15 year olds are between 7 am & 9 pm
16-17 year olds are between 6 am & 10:30 pm
[illegible]-17 year olds may work until 11:30 pm when not regularly attending school (vacation periods).

Our Farmington co-op students average less than 20 hours per week.

John Shingleton, Director of Placement Services at MSU, mentioned Greenberger's research and Jerald Bachman's research at U of M on the working student as a consumer in an article. He then continued to list advantages he sees for students working at a part-time or summer job while attending school or college.

The student gains respect for working.

Work provides financial support, without which many students could not attend college.

In most cases, it teaches students the value of a dollar.

It complements formal education by providing experiences not gained in the classroom.

It introduces students to many career options they might not otherwise have a chance to explore.

It usually forces students to learn how to budget their time.

Ultimately, as with most things, whether working is beneficial or not for a student depends on the individual student.

Young Professionals Discover Decorators

A recent study by the 20,000-member American Society of Interior Designers (ASID) shows that young professionals, single men and women and two-career couples, are a large and growing market for interior design services all over the country.

The new client group is giving a boost to the residential interior design business, which in 1984 had a wholesale dollar volume in furnishings of about $7.5 billion, according to Interior Design magazine.
(The Wall Street Journal, August 9, 1985)

The Police Force Of Tomorrow

Tomorrow's professional police officers will have to be educated and educable. As a minimum requirement, a bachelor's or master's degree in the social sciences will be needed. A law degree may also be deemed necessary for police officers by the early twenty-first century. Recruitment will take place at the best college campuses. Tomorrow's supercop will have to be bright, resourceful and versatile.

Along with the move toward recruiting better educated officers, more and more women will be going into police work. Some studies show that women may be better than men at defusing family crisis situations, for example. And, women may also be more suited to providing tomorrow's social service delivery job tasks.

While "crime-fighting" training will continue, police officers will also be trained to investigate and settle cases involving areas such as child abuse and family crisis. Society will increasingly place the responsibility on police officers regarding juvenile and social service cases. Tomorrow's supercop will have to be a bit of a marriage counselor, psychologist, sociologist, and lawyer.

Police work, as we now know it, will cease to exist. Public service officers will be society's "caretakers." They will still be the first line of public defense, but their role in society will be largely a matter of human resource delivery. If they still carry guns, those guns will be loaded with "shock" bullets. Police use of deadly force will be nonexistent.
(The Futurist, October 1985)

Women, Science Careers And The Future

Kathy Keeton, president of Omni magazine, notes that she often disagrees with feminists, but she backs Gloria Steinem's assessment that women are "a Third World Country, wherever we are. We're low on capital, low on technology and labor-intensive."

Keeton says that women are more frightened of techhology than men for several reasons. "Technology is complicated by jargon," she said. "And women still cling to a lot of misinformation about our abilities and motivations. It's not just men or tradition that limit us. Perhaps the biggest obstacle we have to overcome in carving out a full role for ourselves in the world is our sense of limitation."

Despite acknowledging little interest in science and technology, 75% of the survey respondents think women are as prepared for the future as men. Keeton said that puzzled her until she read some of the responses, which cited women as "more flexible and adaptable," "more eager for change" and "stronger emotionally."

As for our daughters, Keeton has several suggestions that will influence young girls' attitudes about science and the future:

. Encourage her curiosity about how things work by giving her toys and three-dimensional puzzles that can be taken apart and put back together.

. Encourage her to participate in outdoor sports and games.

. Encourage her to be independent.

. Try not to pass along any sense of discomfort you might have about technology.

. Assume your daughter has some natural competence.

. Urge her to take classes in science, mathematics and computers, as well as classes in English, foreign language, and history.

Keeton recommended that girls as well as boys talk to their teachers about Young Astronauts of America, a privately funded educational program founded in October 1984 with a nod from the White house. The organization encourages elementary and high school students to study mathematics and science by using the space program as a catalyst for learning.

→

Study Praises Older Workers

American workers over age 50 are highly valued by their employers, especially for their experience, knowledge and work habits, according to a nationwide survey of 400 corporations sponsored by the American Association of Retired Persons.

Contrary to popular belief, the survey found that older workers are prized for their productivity and good attendance, as well as their commitment to quality.

Ninety percent of the employers surveyed considered older workers to be cost-effective. Only in employer perceptions of their ability to adapt to new technologies did older workers receive a low rating. Barbara K. Shelton, chairperson of the AACD Adult Development and Aging Committee, believes that older workers lack flexibility due in part to their "buying into the myth" that they have a particularly hard time adapting to new job requirements. "If you structure transitions to meet the needs of older adults, they can adapt to change as well as anybody," she commented.

The survey predicts that the declining number of workers over age 50, a trend since the end of World War II, will soon be reversed. It notes that the first wave of the "baby-boom" generation will reach their 50s in the next decade.
(Guidepost, April 17, 1986)

Women Suffer Aspiration-Expectation Gap

Women, more than men, seem to continue to suffer from an aspiration-expectation gap that may sabotage their career development and prevent them from full use of their potential. This is further evidence of the need for counselors and teachers to work with both sexes in an attempt to broaden their career choices and further their career development. Stereotypes and current social roles may be restrictive for both men and women in different ways. Women, especially, may need direct encouragement to pursue high-prestige or traditionally masculine career areas. (The Vocational Guidance Quarterly, December, 1985)

(For more information, write to Young Astronauts Council, P.O. Box 65432, Washington, D.C. 20036) (St. Louis Post-Dispatch, February 24, 1986)

Teaching Is In Trouble

America's teaching profession is undergoing the most critical test in its history:

. The nation faces its greatest shortage of teachers in the past 20 years. Public and private schools will need to replace half of the current teaching force by 1992.

. The quality of instruction, while improving according to student-reading and college entrance-exam performance, is still dangerously low in writing and critical thinking skills. And, the U.S. lags behind other industrialized nations in students' aptitude in math and science.

. The reform effort of recent years, although successful in weeding out some incompetent teachers, has not hit the core of the problem - the inadequate training and poor working conditions that are hurting the classroom and keeping many top students from pursuing teaching as a career.

While the average teacher's salary has increased in all but one state over the past two years, it now averages $25,257, just over half the median income of an electrical engineer.

Such disparities figure greatly in college students' plans. Last fall, only 6% planned careers in teaching, compared with 22% in 1967.

The most severe shortages in 1986 are among bilingual-education, chemistry, mathematics, and physics teachers, as well as among teachers of the multiply handicapped or mentally retarded.

The demand for elementary school teachers has been growing rapidly during the past two years. (U.S. News & World Report, May 26, 1986 and Education Week, September 10, 1986)

Third World Ed Opportunities Ignored

U.S. colleges already sponsor more than 650 study-abroad programs, which attract some 27,000 American students yearly. But nearly 20,000 of these participants select programs in Europe. Half confine their studies to the United Kingdom and France.

College officials are becoming distressed that most of these efforts ignore the Third World countries of Africa, Asia and Latin America, which contain three fourths of the world's population.

(U.S. News & World Report, August 12, 1985)

Quality Of Workers Must Improve

A new report issued by the National Alliance of Business warns that the nation's economy will face dire consequences within the next 15 years unless steps are taken to improve the quality of the U.S. labor pool.

NAB Chairman John D. Ong and President William H. Kolberg stated that the traditional American dream of full employment was endangered by a "remaining deadlock of poverty." He noted that 23 million U.S. adults are functionally illiterate, and that they are joined each year by an additional one million high school dropouts.

Because of the shift from manufacturing to service and information industries and the changing nature of existing jobs, counselors will increasingly be called upon to match workers to the evolving workplace.

Gaynelle Wilson, president of the National Employment Counselors Association, agreed that illiteracy is a growing problem, even among high school graduates. She said a comprehensive strategy for adult remedial education should be developed to help those who "escaped the school setting without being able to write well enough to gain employment. Wilson said she has recently seen "heartening signs that private industry is interested in lessening the dropout rate."

The report contains many ironies. It notes that the American economy is expected to create 16 million new jobs in the next 20 years as the labor force increases by 15 million workers. Because of the discrepancy between worker education and workplace requirements, however, a large segment of this work force will not be equipped for these positions.

The report also warns that the drive for renewed excellence in public education is expected to accelerate the dropout rate unless special attention is paid to the 25% of the school population considered at-risk. It projects that computer competence will only comprise a small part of future skill requirements, but that basic academic, interpersonal and problem-solving skills will become increasingly important.

(The Guidepost, April 17, 1986)

June Kilmer, Marketing Co-op Coordinator, received the Farmington Rotary Club Vocational Service Award for 1986.

Traveling Through The Buildings. . .

Students in Bob McLain's FLANDERS fourth grade dressed up as the career persons they wanted to be. Their pictures were taken and these were on display for Open House along with paragraphs they had written about themselves.

Another FLANDERS class displayed career puppets at Open House made out of tongue depressors.

EAST is trying a new interest survey in sixth grade called the Career Game.

POWER's seventh grade English teachers are continuing their pilot program of showing several filmstrips on career clusters before their students write short career reports. These reports will be put in their writing folders.

LARKSHIRE always has grandparents visit classrooms. This year they are also going to ask them to discuss their careers.

FOREST is studying Michigan, with a different theme each month. Senator Jack Faxon visited the school during Government month.

The Univ. of Michigan cheerleaders visited WM. GRACE and discussed universities.

A lawyer is going to visit EAGLE to conduct a mock jury trial. They think they will have a Career Day in the spring.

WOOD CREEK students write about themselves, then put these autobiographies in a time capsule. They are opened at the end of fifth grade to see how they have changed.

Excellent materials on self-esteem are available by calling Corky. They include a Self-Esteem Inventory, How to Help the Child Who Lacks Self-Esteem, Home Checklist for Self-Esteem, and Teacher Behaviors That Promote Student Self-Esteem. (Millie Batte, LARKSHIRE, received them at a MACLD Conference.)

Corky Parrott is serving on the Mich. Assoc. for Career Education Executive Board.

A Maddening Labor Mismatch

A common plea is popping up all across [illegible]e U.S.: HELP WANTED. APPLY WITHIN. Suddenly America is running up against serious labor shortages that are crimping many businesses and forcing corporate headhunters to work overtime.

More than ever, the U.S. is suffering from a mismatch between the new jobs that are flooding the labor market and the people who are available to man them. Many of those who are out of work are not in the right place with the right skills to take advantage of the increased demand for workers.

One cause of the labor mismatch is the spiraling need for employees with new abilities, notably computer and word processing skills.

In many areas the people who need jobs do not live where the openings are. Even as employers beg for workers in America's affluent suburbs, where the labor pool is shallow, unemployment rates among black youth in inner cities run as high as 50%. Yet little or no mass transit is usually available to ferry the potential workers to the jobs.

Another fundamental force behind labor market mismatches is the shift in hiring demand from manufacturing to service industries. Of the 9.1 million U.S. jobs created in the past four years, 88% were in service categories such as clerical work, financial management and data processing. The Bureau of Labor Statistics projects that by 1995 service jobs in the U.S. will outnumber manufacturing positions by a ratio of 4.3 to 1 (the current ratio: 3.8 to 1). Many blue-collar workers and even some managers from the manufacturing sector appear to have difficulty in crossing over the line to fill new service jobs. "McDonald's and Burger King's shortages today will be General Motors' and IBM's shortages tomorrow."

"There is a major gap between the business community and the schools. They need to produce a student who can get a first job." Money for improving education, however, is in short supply. As frustrations mount, the striking fact is that jobs in the U.S. are literally going to waste.
(Time Magazine, April 28, 1986)

Thanks for your contributions. Keep them coming. C.P.

Farmington Career Development

PERSPECTIVES

Corky Parrott, Career Education Coordinator 477-3318 Number 27 March, 1987
Earl Baumunk, Director of Vocational and Career Education Farmington, Michigan

New "High Tech" Class Being Developed

The curriculum for a new "high tech" class is being developed by an advisory committee of businesspersons and educators. This will be a one-semester class in industrial technology for high school students with emphasis on the practical application of applied physics, where students can learn how energy is controlled through the use of hydraulics, electronics and microprocessors. It is believed that it will be of value to students who are going into engineering.

This committee was established by Ken Dean, Fouad Baidoon, NFHS Drafting and Machine Tool Technology instructors, and Earl Baumunk, Director of Vocational Education. Business advisors include Kenneth Waichunas of Applied Dynamics, Dr. Robert Ellis and George Schneider of LIT, Mark Greenbury of Arrowsmith Tool & Die, Richard Close* of Close Inc., Jack Farrow of Medar Inc., Ruth Veracchia of Perceptron Inc., James Rowan, Pierre Benjamin and John Handley of Jervis B. Webb, and Ron Papa.

Additional Farmington staff advisors are Barry Mussatto, Don Batten, Harry Swystun, John Klenczar, Richard Burgess, Merlin Trausch, Don Cowan, Clayton Graham, Jerry Potter, and Judy White. (*Yes, he is the son of our WM. Grace principal.)

Business And Education Partnerships?

Chamber of Commerce and Farmington Schools representatives have been meeting for several months to investigate Business and Education Partnerships. Marilyn Goodsman, Brighton coordinator of this program, said she felt the committee was "ready to get their feet wet" and just needed to "take that next step."

Apologies to Judy Monroe, WARNER, eighth grade teacher, for misspelling her name in the December issue. Sorry, Judy, you do such a good job! cp

CHOICES - A Seminar For Young Women On Math, Science & Computer Related Careers Is March 21

Nineteen women from Accountant to Veterinarian will talk to girls from grades 6-12 on March 21, 9-11:30 a.m. at HHS during CHOICES, A Seminar for Young Women on Math, Science, and Computer Related Careers. Farmington staff members are invited to attend, free of charge. Please fill out a registration form, which is available from secondary gifted coordinators and counselors.

Speakers will talk about their careers, the preparation needed for them, how they chose their careers and the paths they have taken. Joette Kunse, Gifted Coordinator at POWER and LARKSHIRE, spearheaded this effort to try to interest more girls to choose careers in these areas. The seminar is being sponsored by the American Association of University Women - Farmington Branch, Gifted Services and Career Development. Call Mrs. Kunse, at 477-9787 for more information.

Mass Media Explores Broadcasting Careers

The Mass Media class at FHS has many opportunities to learn about careers in broadcasting. They visited the Specs Howard School of Broadcast Arts in December. Three of teacher Gina Van Horn's former students are presently enrolled in classes there which lead to entry level jobs in all phases of broadcasting. Besides on-the-air jobs in both TV and radio they could prepare for jobs in sales, advertising, copywriting, programming, public relations, or sound engineering. They guarantee placement after completing the program. After this visit one of the class members took the entry exam and begins the program in April.

This class attended the Kelly & Co. TV program after which they toured the studio and talked with John Kelly and Rob Kress (and had their pictures taken).

Colleen Burcar from the Dick Purtan Show also spoke to Mrs. Van Horn's Advanced Speech class on broadcasting careers.

IRS Agent Talks To Accounting

Art Damiani, a retired Internal Revenue Service agent, spoke to NFHS Accounting classes on January 14. He stressed the importance of obtaining good accounting skills before starting any job which requires knowledge of accounting concepts and discussed how this class related to his work. Students learned what it was like to be an I.R.S. agent as he discussed specific cases to which he had been assigned in his 30 years there. They were also informed of the educational requirements for this job, pay scales and how promotions are handled in the I.R.S. (Submitted by Linda Siggia, NFHS)

Howell Offers Educational Warranties

Howell school district offers an "educational warranty" for each graduate. The warranty is supposed to indicate that a graduate has the basic skills that are required to obtain and hold a job.

If found to be wanting by an employer, a graduate can return free of charge to school for more work in areas of deficiency.

The school district could be in for substantial additional expense if large numbers of graduates "were returned." However, Bill Kelly, president of the board, isn't fearful. He believes the school district is doing a quality job now; he expects few, if any, graduates "to be returned." (Voice, December 8, 1986)

MASB Supports Voc And Career Education

The Michigan Association of School Boards recognizes the interrelationship of career and vocational education and urges continued and increased funding for the expansion and establishment of local district vocational education programs and area skill centers.

The MASB also encourages the infusion of career education concepts into the regular school curriculum, especially in the beginning grades. School programs should expose students continuously to the nature of a wide variety of employment careers.

The MASB urges the state and federal governments to offer financial incentives for career and vocational education, rather than attempting to mandate such programs without simultaneously providing the necessary resources. (1986-87 MASB Journal)

Miller Combines CD And Writing

Lucille Miller, DUNCKEL, was pleased with the CD writing assignments turned in by her seventh grade English students. They interviewed their parents on three questions: How would you feel if I didn't finish high school and why? What kind of people don't finish high school? She said they had no trouble sticking to the topic sentence and had plenty to say. They shared these with class members.

For the writing objective on how to write a paper of more than one paragraph she had them do an introduction, and paragraphs on which career they are interested, a career they could obtain if they did not finish high school, one if they did complete high school, one with some training and one with four or more years of college. This is infusion of CD at its best.

She also uses some excellent dittos in seventh and eighth grades from the Preparing For Your Career Series: Applying for a Job and Career Awareness. These are available from the Teacher Store.

Travel Writer/Photographer Visit French Classes

Last November, the French 3 and 4 classes at NFHS were visited by Iris and Micky Jones, a travel writer/photographer team. Iris Jones writes the travel column for the Observer and recently did a series on France and the European rail system. They showed slides of France and related the most amusing and unusual experiences they have had in their travels. They also mentioned how they had gotten into the travel business. Iris explained the type of work required on the job and the weariness and jet lag she experiences. She told of the many times they wished they had been fluent in the language of the country they were visiting. She had lots of amusing stories to tell about misunderstandings between language and culture.

When Iris and Micky finished their 50 minute slide show presentation, our French classes were ready to sign up for journalism classes and apply for passports. Iris told us we would soon tire of a profession like theirs, but we'd like to give it a try! (Submitted by Barb Herman, NFHS)

And Now . . . Oh, No! Here Comes Technomo

Here's the latest "new mo" in the world of work: Technomentum (short for technological momentum). Technology is like a snowball rolling downhill, the more high tech "snow" it picks up, the bigger the technological snowball becomes. Rapid change, says the Association of Information Systems Professionals, causes technomentum.

Technomentum, the association adds, creates opportunities for some workers and fear among those others who cannot adjust to the high rate of change. Technology leaves these fearful workers flailing in confusion, and ready to be run over by technomo! (Career World, December 1986)

Broadcast Sales Expanding

In the past five years, the broadcast-sales profession has exploded in growth, with media trends going in several directions at once.

Most stations or agencies want people with experience, but there aren't enough people with the right experience. Some say there are five times as many job offers as there are graduates to fill them.

Generally, broadcast sales is a pure selling job. The salesperson must take information on the ratings that a program receives, as well as the demographics of the audience watching a program to advertisers or their advertising agencies, and convince them that this is the right program in which to invest. (Business Weeks' Guide to Careers, date not recorded)

Computers' Glow Dims For College Students

College students have stopped flocking to computer science programs after learning job prospects are dimmer and the field is tougher than they had thought, university officials say.

A survey of 552 colleges by the University of California at Los Angeles found that 1.6% of the freshmen who entered college last fall wanted to major in computer science. That compared with 2.1% in 1985 and 4% in 1982.

"They found that they had to take calculus; they had to take physics. It's not a video games major," said John Rice of Purdue University. (Detroit Free Press, Jan. 27, 1987)

Career Activities For The Classroom

. For a **goal setting** activity, try this experiment with the class. List homework assignments on the board for the entire week and say nothing more about them - no reminders. Friday, have students discuss how they felt about not being reminded of their responsibilities, how successful they were at directing themselves, and how to set goals for accomplishing tasks. Ask students how these issues relate to on-job success.

. Have students brainstorm jobs that do not require any **math skills.** Have students work in small groups to come up with one list that they can defend. Ask two or three students with a strong interest in math to serve as a panel of challengers as each group presents its list. Do any jobs survive the challenges from the panel?

. Although **robots** are efficient, they have **no social skills.** Ask students to discuss this situation: If a fast-food restaurant were run completely by robots, would fewer people come to the store? Discuss the implications for careers: Which kinds of service occupations are not vulnerable to robotics at this time?

. Tell students to draw a poster of themselves, advertising their best job-related qualities. Although these posters can be enthusiastic to the point of being humorous, they should follow this format: a picture of the student in the center; job-related abilities in the upper-left corner; work experience in the upper-right corner; beneath the picture, the student's name and the message, **"Why Hire Me?"** below this, the student's personal qualities and work habits. When students have completed the posters, put them up around the room. (Career World Teacher's Editions)

Career Development Updates At Elementaries

FOREST, KENBROOK, LARKSHIRE, LONGACRE, WOODDALE AND WM. GRACE have previewed the Career Development videotape used on the MEAP last fall as part of a CD updating session by Earl Baumunk and Corky Parrott. Goal setting, non-traditional careers and the Career Guidance Plan in Grades 6-12 were also discussed. Suggestions for CD materials to purchase and tips for parents were distributed.

The Future Of American Business

Marvin Cetron looks at some of the challenges facing American business and speaks about what must be done to keep the United States competitive in the world market.

America's strong new runners - electronics (principally computers, telecommunications, and semiconductors), biotechnology, and aerospace - will face stiff challenges in the coming years. The U.S. steel and textile industries are in sorry shape, and they will have a tough struggle just to stay in the race with government-subsidized competitors from overseas. And, there will be more failures of auto and chemical businesses.

The principal challenge for the United States will come from greater productivity, and therefore lower prices, from overseas.

There will be only three or four automobile firms in the world by the year 2000. The auto industry will consolidate into a handful of global giants, with production centered in Korea, Italy and Latin America.

To compete in the world market, the United States must invest in research and development, education and training.

After 1995, Africa will emerge as the land of business opportunity. Its natural resources have yet to be exploited fully.

Other serious business competitors for investment dollars in the future will be South Korea, Singapore, Taiwan, Hong Kong, China, Indonesia, and Thailand. These countries will have a high level of automation and low wage rate, making them bargain investment spots.

Japan is heading for a nose dive that will continue through the early 1990s, then will level out.

The bright spot, at least in terms of domestic growth, is the service industries. On the "high tech" end are services such as information processing, writing computer software, and hazardous-waste disposal. Among the more traditional service businesses are banking, insurance, real estate, airlines and travel, fast-food restaurants, nursing homes, and rental agencies.

The whole education system in the United States will have to be revamped. There's little point to training children to be unquestioningly obedient, to use their brains to do rote memorization, when there's no longer a need for industrial serfs for the country's factories. In the next several decades, companies will do a lot of retraining to help both blue-collar and white-collar workers secure other jobs, or to start up their own businesses.

In an increasingly technological society, retraining will be crucial. For example, 50% of what an engineer learns will be obsolete in five years. In 10 years, that figure leaps to 90%. Retraining is obviously vital. (The Futurist, March-April 1986)

Teens' Career Choices

According to results of the latest Gallup Youth Survey released in March 1986, American teen-agers plan to make a career in a white-collar occupation, such as the professions, science, or technology.

Young men prefer careers in engineering and computers, while young women chose medicine and nursing as their top choices. (Jets, November 1986)

A 1987 Career Winner - Design Engineer

Foreign competition and increased military spending are creating an unprecedented demand for engineers who can design electrical, electronic, computer and avionic equipment. By the year 2000 the nation will need an estimated 600,000 engineers, 50% more than the current supply.
(Working Woman, July 1986)

From Teaching To Corporate Training

Teachers with communication and leadership skills can take their talents into the business area amd begin a new career as a corporate trainer.

Corporate trainers on the seminar circuit can earn $150,000 a year.

The American Society for Training & Development (ASTD), provides contacts. Corporate trainers can expect to do a lot of traveling. Flexible hours are one of the advantages of the career.
(CAM Report, December 15, 1986)

Quality Of Life Important In Workplace

Today's students are putting quality of life above salary. They are concerned about promotional opportunities, staff training, continuing education and fringe benefits.
(Lansing State Journal, July 7, 1986)

America's Nannies For The 80's

Judith Bunge, founder and executive director of North American Nannies Inc. in Columbus, Ohio, earned a Ph.D. in Family Relations and Human Development at Ohio State in 1983 and started NANI almost two years ago. At that time, there were only two other nanny schools in the country. "There are going to be more starting all the time," Bunge says, "but right now there are about 14."

Those applying for NANI school must go through an intensive interview that includes national police and credit checks and a psychological assessment. References are also requested.

And then, the course is a screening tool, too.

Tuition for a 12-week session at NANI is $1,350. Students spend 60% of their training in class lectures and discussions and 40% working directly with children in supervised settings. Course descriptions range from infant care and child development theory to interviewing and negotiating contracts. In addition to classroom hours and field experience, 120 to 200 hours of homework may be required.

While Bunge doesn't feel a college education is mandatory for being a good nanny, she finds it helpful. "I would say what's a lot more desirable than a college education is good, basic intelligence."
(The Ohio State University Alumni Magazine, January 1986)

Music Industry Is Humming

The business of producing and selling music - managing, advertising, booking, publishing, marketing - is in perfect harmony with this country's musical explosion: It's going full scale.

A lot of people get jobs as studio musicians, engineers, producers, managers, in publishing and with advertising agencies. Music teachers might start in the low $20,000 area and orchestra members in the low $40,000 area.

Cities doing the most hiring are New York, Los Angeles, Chicago and Nashville.
(Chicago Tribune, August 10, 1986)

Public Wants Children To Get Education For Job Opportunities

In the 18th Annual Gallup Poll of the Public's Attitudes Towards the Public Schools, when asked why they want their children to get an education, "job opportunities/better job" was in 1st place by a BIG margin out of 26 reasons.

Childcare Workers Are In Demand

Job openings for childcare workers are expected to be plentiful through the mid 1990's. Most openings will arise because of the need to replace the high proportion of childcare workers who leave this very large occupation every year.
(Occupational Outlook Quarterly/Summer 1986)

High Potential Careers

Fiber Optics - Sending great quantities of information quickly is the essence of fiber optics, an expanding technology that transforms data into light and transmits it across thin strands of optical fiber. A wide range of engineers, physicists, chemists, and computer scientists will be needed to help this industry grow. It currently employs some 20,000 people. Technicians start at $20,000 per year, engineers at $30,000, and senior scientists at $50,000. Key marketing professionals can earn upward of $70,000 a year.

Job Training - Competition in the business world is hot, and companies are looking for every competitive edge. Enter job trainers, who hone the skills of employees, from salesmanship to business etiquette. Professionals in this field can expect to earn between $35,000 and $75,000 a year.
(John Naisbitt and Corinne Kuypers-Denlinger in Success, May 1986)

Performing Arts Medicine

Performing-arts medicine, born just five years ago, is emerging as a medical specialty in some U.S. hospitals. For perhaps the first time, physicians are looking more closely at the special problems that, say, violinists have with their chins, or actors with their legs.
(The Wall Street Journal, June 5, 1986)

Regional Depressions Predicted

Daniel Luria, researcher at the Industrial Technology Institute in Ann Arbor, predicts that up to 25% of all U.S. auto plants will close by 1995, eliminating 800,000 jobs in auto companies and their suppliers. Luria, former UAW staff analyst, predicts regional depressions in Southfield, Troy, Rochester, Farmington Hills, and Bloomfield Hills.

Democratic Trend In Office Space Allotment

How much space does an office worker really need. Traditionally, one's rank in the company determined allocation of square footage. However, a democratic trend is taking place as egalitarian planners are rethinking the arrangement of offices of the future. Union Carbide's new Connecticut headquarters offer all professional employees equal-sized offices. Response to the new arrangement has been positive. Examples are appearing in Japan and Europe. In Sweden's new IBM headquarters, file clerks and secretaries also enjoy equal space. Franklin Becker, Cornell University environmental psychologist, said that "Equal office space looks to be the next step. They work better, and make managing easier."

Buzzwords In The Work World

What do the following have in common? Intrapreneuring. Strategic alliances. Demassing. They're all buzzwords, catchy jargon for business concepts that have become fads.

- Intrapreneuring - Instead of chasing out the employees who aren't team players, you set 'em off and running creating new products and steering new projects. Intrapreneurs run a small business with a big business.
- Strategic Alliance - When enemy companies team up; for example, when an American car manufacturer joins with a Japanese car maker.
- Demassing - When a company is "into" firing workers. (Career World, January 1987)

Busy executives can now complete a Master's degree in Business Management from Purdue University by completing and submitting assignments in accounting, economics, finance, human resources management, marketing, and statistics.

Women Are Opening Accounting Businesses

The United States Small Business Administration (SBA) found that self-employed women make up the fastest-growing segment of the nation's small business population. The number of women entrepreneurs increased 46% during the the five-year period under study.

Among the businesses women are opening: accounting services. More than 25% of women in accounting own their own practice, compared to about 20% in 1983.

Surveys also revealed steadily growing incomes for women in accounting. More than 14% earned more than $50,000; more than 13% earned between $40,000 and $50,000; almost 30% earned between $30,000 and $40,000. (Career World, November 1986)

A Job For Tomorrow: Gene Therapist

It will be years before we see the job title "gene therapists" listed in the help-wanted ads. But the first tests to correct genetic disorders in humans could begin at any moment.

The basic goal in playing with genes is erase nature's mistakes. Genetic diseases affect about one newborn in 20, says Business Week, and bad genes cause nearly half of infant deaths and about 80% of mental retardation.

Ever since genetic engineers began to tinker with genes, they have faced debate. Some say, "It's not nice to fool with mother nature." So another job title, bioethicist, has emerged. (Bio=life; ethicist=a specialist in dealing with moral issues of right and wrong.) Most bioethicists are members of the clergy. (Career World, January 1987

Did You Know . . .

In a recent Gallup Poll, 71% of all college women said they believed a woman with the same ability as a man still does not have the same chance for promotion. Many women managers, according to Business Week, think this situation will only really improve when today's whole generation of top male business executives retires.

Men dominate medicine, but women gaining. One-third of medical students are female and by 2000, half of all doctors will be women.

Job Market For College Graduates

The number of college graduates entering the labor force over the 1984-95 period is projected to continue to exceed the number of openings in jobs requiring 4 or more years of college education. A surplus of about 200,000 entrants annually, on average, or a total of about 2.2 million, is projected over the 1984-95 period.
(Occupational Outlook Quarterly/Summer 1986)

Paychecks Will Shrink, MIT Study Predicts

A Massachusetts Institute of Technology study suggests the U.S. labor force is headed for upheaval if major societal and educational changes aren't made to avoid damaging the economy and standard of living, a member of the research team says. For every job we have created that pays $25,000 a year, seven are created that pay $12,000.

The research team is reluctant to release results from the recently completed study, Marlene Palkovich from the research team said, because many of the team members, particularly politicians, don't want to be linked with the distressing news it reveals.

The study found about 97% of the domestic workforce is service-related, and the percentage will rise as more manufacturing is sent overseas. Wage surveys show the switch to service occupations is already lowering the standard of living. The research team concluded that a more technologically oriented workforce is needed to reverse the trend toward low-paying service jobs.

"Anyone who stops his or her education after high school is committing occupational suicide," she said.

Fewer, but more innovative, managers will also be needed who will be asked to take more risks and provide leadership. "Unfortunately, we now have too many managers and not enough leaders," she said.

. Half of the current workforce will be in new careers within five years.

. The so-called "information revolution" will spiral, and within 15 years the world's knowledge base will double every 11 hours.

. By 1995, the average work week will be [illegible] hours. The shorter work week will be caused by a shift toward part-time, low-paying jobs rather than better working conditions. (Update, February 1987)

Counselors Are Needed In Grade Schools

A blue-ribbon College Board commission called Monday for a revolution in guidance counseling in the nation's schools to offer extensive help to students from kindergarten through grade 12, not just in high schools and junior highs.

To do less, the report warned, risks wasting the talents of poor and minority youths and creating a two-tiered education system that will lead to a work force with a smaller percentage of college graduates.

Such a development, the report cautioned, could threaten the nation's standard of living, its ability to compete successfully with other countries, and the development of communities.

The report noted that too few guidance counselors are trying to do too much for too many. (Detroit Free Press, October 28, 1987 Submitted by Sharon McConaghie, EAST)

From The Early Adolescent Survey

. 90% of the youths had thought about what kind of job they would like.

. Parents had talked more about their sons' future careers than their daughters' future careers.

. Boys preferred traditionally male jobs; girls preferred traditionally female jobs.

. Over 50% of boys and girls said that they would like to be computer programmers.

Overall, early adolescents and their parents reported that the same qualities were important for women and men. Over 80% of the youths and their parents reported that it was important or very important that men and women be gentle, neat in their habits, educated, ambitious, able to express their feelings, independent, interested in their looks, self-confident, and a good decision-maker.

Between 45 and 79% of the early adolescents and their parents reported that it was important or very important for men and women to make a lot of money and to always act as a leader.

Between 15 and 35% of the early adolescents and their parents reported that it was important for men and women to never cry.
(From 1983 Michigan Early Adolescent Survey Final Report)

Traveling Through The Buildings . . .

Dick Burgess' FHS Electronics class visited U of M hospital in December to see the use of electronics in a medical setting. They witnessed a "surgery" demonstration of cutting oranges with lasers.

Bulletin boards in the middle and high schools promoted Vocational Education Week, February 8-14. (Thanks to Judy Wissman, Mary Beth Sikora and Sue Currie in the Career Centers.)

FHS Counseling and Co-op hosted coffee and donuts for the staff to celebrate School Counselors and Voc Ed Weeks. HHS voc ed, co-op, home ec and career development invited their staff in for an early morning "open house."

Harry Swystun, HHS Drafting, invited five speakers in for a "high tech" Career Day in February. It was attended by over 200 students. Applications of high tech from toys to aerospace were discussed. Speaker Joe Hoffman from Perceptron said that when he graduated with an engineering degree at 23 he already had seven years experience because of working on high school co-op and part-time jobs in engineering firms while in college. He felt strongly that the "hands on" experience was necessary and put him much further ahead in his career.

Eighth graders were given an overview of voc ed classes with slides and narration by John Klenczar of FHS, Ken Dean of NFHS, Corkie Lawton of NFHS, Don Batten of HHS, and Joan Jamo of HHS. Students who accompanied them to promote non-traditional enrollment in voc ed and home ec classes were Michelle Edwards, Brian Browne, Theresa Spisz, John LaBute, Mary Kay Pennella, Mike Sinanis, and Jerry Haight. This puts Farmington in compliance with the Carl Perkins Act and fulfills an activity suggested after the Civil Rights Audit done here in 1984.

Presentations were made to tenth graders in February on the voc classes they could take at the Southwest Oakland Vocational Education Center in Walled Lake.

Carol Butler has her LONGACRE fifth graders write a note when someone has done something for them or been kind. These are put in a box and read to the class on Fridays.

Does anyone have a Mini-Society kit which could be borrowed, or information on how to order it? Please call Corky, 477-3318, with information.

Often students' parents are a good source of career speakers for classrooms. Particularly during Career Days, staff, relatives and neighbors are enlisted. Ruth Shallow had her daughter, who is an engineer, talk to her KENBROOK third grade.

Career Days are scheduled at EAGLE, April 3, and POWER, April 8.

Betty Buckler's LARKSHIRE fifth graders are making booklets about careers for display at the March 18 Open House.

Values Linked With Success In School

High school students imbued with traditional values perform significantly better in school than those who are not, according to a recent study by the U.S. Department of Education. They study also found that students from families that stress religion and place a high value on education also perform better academically.

"We still don't know if having 'traditional values' causes gain in achievement. There is certainly no evidence to suggest one causes the other."

The report cites family encouragement and peer educational beliefs as contributing factors in the creation of student values.

The report also states that having traditional American values is twice as predictive of academic achievement as socio-economic background.

It is impossible for educators not to convey a value system while they teach. If we are going to be a nation of moral thinking people, values must be passed on to students. Teachers and counselors can do that by being a living example.
(Guidepost, Jan. 8, 1987)

Farmington Career Development

PERSPECTIVES

Corky Parrott, Career Education Coordinator 477-3318 Number 28 October, 1987
Earl Baumunk, Director of Vocational and Career Education Farmington, Michigan

Forecasts From The Futurist Magazine

These forecasts demonstrate how varied, and sometimes contradictory, ideas are about the future. Some are forecasts of things that the authors anticipate will happen; others are speculations about things that might happen and that should be either encouraged or avoided.

Computers and other communications technologies will have the most profound impact on educational change. But employee-education programs, adult education, and other "beyond school" forms of education will bring dramatic changes in the ways people are educated. Many education experts believe that in the future we will all be "students for life."

Technology will continue to be the driving force for change in the future. Cars are going to last longer in the future. The average car now lasts seven years and six months. This figure will increase to 10 years by 1990 and to 22 years by the year 2000.

Museums will display holograms of priceless art treasures from around the world while the originals are stored away safely.

Talkwriters, machines that transcribe speech, may soon be available, but perfecting the technology to the point of replacing human transcribers is at least a decade away.

The spread of computer technology and mass communications, both dominated by English, will keep English standardized both within the United States and around the world.

Computers will give you access to all the card catalogues of all the world's libraries.

(Continued on page 6)

Careers for a Brighter Tomorrow
November 1-7, 1987
National Career Development Week

Steering Committee To Meet Oct. 29

Six new members joined the Career Development Steering Committee this year, which will meet October 29 at Central Office.

Please let committee members know what you are doing to infuse career development into your lesson plans. Alert Corky Parrott to new or unique activities so they can be included in this newsletter.

Beechview	*Amy Kleinschmit
Eagle	Idelle Neuvirth
Flanders	Shirley Michelotti
Forest	*Connie Qualman
Gill	*Ann Marie Wiese
Kenbrook	Marion Brewer
Larkshire	Karla Walkley
Longacre	Pat Baumunk
Wm Grace	Carl Dahlstrom
Wood Creek	Annie Crudgington
Wooddale	*Charmaine Ratcliff/
	*Dave Litogot
Dunckel	Phyllis Daoust
East	Sharon McConaghie
Power	*Jim Weston
Warner	Ruth Daniels
FHS	Marge Kalec
HHS	Ann Areeda
NFHS	Jeanne Walkowicz
Judy White	Walter Jablonski
Earl Baumunk	Corky Parrott

*New Member

HS Students Do Community Service

A Carnegie Foundation survey of 1,000 public high schools found that 70% of them had community service programs, and 20% mandated students to participate as a requirement for graduation.

The report said that both teachers and parents might need to be convinced that volunteer service is a learning opportunity. (New York Times, February 24, 1987)

Retraining America's Workers

By the year 2000, 75% of all workers currently employed will need retraining, says the American Society for Training and Development (ASTD).

Spending for formal and informal training in the United States totals $210 billion per year. The majority of this is spent on adult, job-related training - $180 billion annually.

"It is training and not formal education that provides most job skills," notes ASTD in a report entitled Serving the New Corporation. The report also notes that 70% of executive, professional, and technical workers are retrained at some point.
(The Futurist, January-February 1987)

The Secretary Of Labor's Point Of View

The notion that America's high-paying industrial jobs are being replaced by low-paying service work is a myth.

...millions of new service jobs are being created in telecommunications, data processing, financial services, and other high-skill occupations.

...since 1982, when over 12 million jobs have been created, jobs paying $10 an hour or more have increased by 50% while those paying the minimum wage and below have decreased by more than a fourth."
Secretary of Labor William Brock, March 1987
(Career Opportunities News, May/June 1987)

More Women Studying To Be Doctors

This year for the first time, there were more freshmen women at four-year colleges aiming for careers as doctors than as nurses, a survey of freshmen found.

Kenneth Green, associate director of the UCLA's Higher Education Research Institute, said the institute's annual survey of 275,000 students found that in 1968, "the ratio of prospective women nurses to prospective women physicians (was) just over 3 to 1" at four-year colleges. By last fall, there were 10 women aiming for careers as doctors for every eight women interested in nursing, he said.
(Detroit Free Press, March 23, 1987)

The Changing Workplace

Workers with critical technical skills will be retiring at an increasingly rapid rate. For example, the average age of the nation's 300,000 machinists is 58, yet industry is training only one-fourth of the skilled machinists needed each year.

Illegal immigration will be an increasingly significant factor in the competition for entry level jobs. Although it is difficult to determine the size and expected increase of the immigrant population, both legal and illegal, particularly in certain areas of the country, the immigrant share of the total U.S. population is expected to grow in the coming decade.

The nature of work will change. It is not so much that jobs will become "high tech" but that technology will alter how they are performed.

Computer skills will comprise only a small part of total skill requirements, but basic academic skills, problem solving and interpersonal skills will be increasingly important.

There will be fewer natural career ladders. The new technology makes it increasingly feasible to separate "back office" functions (clerical, service workers) from "front office" (technical, sales, professional, management). It will thus become more difficult to work up the ranks through informal on-the-job training. More formalized training may be necessary.

Jobs that rely on computer based information will offer greater mobility for workers across industries. Skills required to perform the jobs will be the same, while technical information will be readily accessible on the computer. (National Alliance of Business: Employment Policies: Looking to the Year 2000)

Jobs For Social Workers Increasing

The future looks brighter for social-work graduates today compared with five years ago, says Nancy L. Lohmann, dean of the School of Social Work at West Virgina University. Salaries are up, and there is growing demand for persons to work with the aging and in child-protection agencies, public welfare departments, delinquency programs, and related areas, says Lohmann.

Free College Planning Guide For Parents

The National Association of College Admission Counselors has produced a brochure to help parents of children in the late elementary and middle school grades plan for their children's college education. The Guide for Parents covers such topics as planning a solid high school curriculum and financing postsecondary education.

Parents and educators who would like a copy of the guide should send a self-addressed, stamped envelope to Guide for Parents, NACAC, 1800 Diagonal Road, Suite 430, Alexandria, Va. 22314.
(Guidepost, June 25, 1987)

On The Job Recognition Sought

More people are seeking jobs in which they can use and be recognized for their individual skills, knowledge and talents. People today want to be identified as unique individuals, and not by the work roles or tasks they perform.

They are placing greater emphasis on personal values than generations before them. By 1990, an estimated 25% of the U.S. population will be highly individualistic, compared to 15-17% in 1980.

The implication, in short, is that work will be decreasingly valued exclusively as a means of financial support, and individuals will turn to their work as a source of personal identification, social relationships and community responsibility.
(Personnel Journal, June 1987)

The Information Explosion

By the year 2000 there will be four times as much available information as in 1980. Two-thirds of the total content of that body of knowledge will be new, different or updated facts from what we have today. All of the knowledge available in 1979, according to a brochure sent out by the University and College Placement Association represents only about 3% of what will be available in 50 years.

And, speaking of "career," do you know that "career" once meant "a short gallop at full speed"? (Word Mysteries & Histories)

The First Job - An Activity

Have students talk to their parents and other adults to find out about their first job. Did any of them start out doing what they are doing now? Talk about the average number of jobs held by a person during a lifetime. Can a person learn something from each job experience? Can even a "bad experience" be a learning experience? Should you accept something less than the ideal job as an early work experience? Discuss how an interim job can be an excellent place to develop good work habits and practice job skills as preparation for the better job to come.

Bright Ideas

A Day in the Life of...

Ask students to describe what they did on a specific day, last Saturday for example. As they talk, list all the workers they met during the day and all the workers who helped them in some way. Lists might include waiter/waitress, sales clerk, doctor, piano teacher, policeman.

Job Lists

Have students list as many jobs as they can in which the worker drives something. Lists can be used in spelling, alphabetizing and syllabication.

Bulletin Board Idea - K-3

Let students select their favorite shape from cut outs: circle, square, rectangle, diamond, etc. Mount their school pictures on the shape of their choice and place on a bulletin board entitled "We're in Great Shape."

Verbal Communication - Grades 6-8

Divide the class into pairs. Each student will have a turn conducting an interview and also being interviewed.

Give each student being interviewed 5 marbles. Each time during the interview when they answer a question with just "yes" or "no," they must give a marble to the interviewer.

Any student who loses all his/her marbles is out of the game.
(The Swap Shop, April 1987)

Top Art Jobs Are Difficult To Fill

They pay from $50,000 to $125,000 and provide some of the most interesting jobs in their communities, but today no fewer than 18 of the country's leading art museums have vacancies for new directors. Many of the openings were created when boards fired directors. Others were caused by resignations created by job burnout.

In the past, a high percentage of these administrative jobs were filled by persons trained as art historians - good technical background for a part of the work but not especially useful in fund raising, managing museum shops and supervising staff. Furthermore, according to the New York Times the financial needs of museums encourages placing top corporate leaders on their boards, and the art administrators may have a difficult time relating to them. These board members may be concerned with attendance figures and fiscal balances rather than level of artistic success.

In summary, today's art museum leaders call for combinations of artistic, public relations, administrative, and financial skills that are rare. So rare, that those who possess them may select from an unusually rich table of offerings today.

Jobs With Elderly Increase

In the counseling profession one area experiencing growth is geriatric counseling. Increased government interest in issues effecting the elderly has created a new awareness among counselors. "There's been an increase in the percentage of older people and we as counselors are beginning to understand what they need and want." (Counselor Preparation 1986-89: Programs, Personnel, Trends)

According to the July 1986 Working Woman, geriatric care is a growing field. The elderly face increasingly complex problems concerning retirement, health care, finances and housing. Both corporations and the public sector are planning programs to help make the transition to a gray America smoother. (Social workers who specialize can expect to make about $40,000, 38% more than the average social-work salary.)

Do You Have 'Work Spirit'?

What makes some workers achieve high levels of performance, while their co-workers are doing "just a job"? An assistant professor of public administration at the University of Southern Californa, Sherrie Connelly, recently completed a 10 year study of enjoyment in the workplace. She calls the vital spark that people feel when they love what they do, "work spirit." She compares it to the quality of spirit that characterized the late Scottish runner, Eric Liddell, the subject of the film "Chariots of Fire."

Connelly identifies seven signs of work spirit:

- a sense of energy, of being "on a roll;
- a positive attitude;
- a sense of purpose of "mission";
- a view of the work as being creative or nurturing;
- a strong sense of self;
- a feeling of oneness with something larger;
- total absorption in the work, describ as "a risking, sensing, living moment. This involves play, humor, aliveness. In fact. they are so involved that they are actually in a different state of consciousness while working." (Career World, May 1987)

Bridges and Vises

Males and females are equally adept at helping groups solve disputes, but women tend to seek changes in future behavior while men push for immediate results. So conclude Elizabeth Donovan and Helen Weingarten of the University of Michigan. Women, they say, see themselves as "bridges"; men consider themselves "vises" forcing the sides together. (The Wall Street Journal, January 20, 1987)

Public Relations Becoming A Velvet Ghetto

Public relations has become a "velvet ghetto," with women holding more than 70% of the jobs, according to a study by the International Association of Business Co municators Foundation. But they're being hired as technicians rather than managers and earning $6,000 to $30,000 less than men in similar jobs, the study reports.

This Is REAL Career Education

Mrs. Lambert's Biology II students at NFHS have participated in the River Rouge monitoring project involving 15 other high schools, U. of M., and the "Friends of the Rouge" monitoring project. They monitored the streams by Kendalwood and at Dunckel. They found bacteria present making the water not fit for body contact. Eight other tests were run. Results were then fed to a computer network with the other high schools and with U. of M. The results were graphed and interpreted. Students attended a pre-conference, a post workshop, and met with government representatives. The city engineer also visited the class. The students planned to return to the sites to help on the River Rouge clean-up and hopefully to present their finding to Dunckel students via a slide show. (Happenings, May 1987)

Anonymous Career Booklet Is Lauded

A wonderful Careers booklet was sent in by an elementary teacher, but we haven't been able to discover the name. It is 10 pages, accordion-style, which can be opened from either side. Included are pages Who Are You?, Interesting Things You Might Like to Know About Me, a simple interest survey, worker survey form, far-out careers, what the student will be doing in 10 years, the child's definition of a job, feelings page, decision page, and ends with what career the child would like. This needs to be seen to be appreciated. If you would like to see it Corky could send you a copy of the pages. (But not in the accordion-style; she is still trying to figure that out.) Will you let us know who sent this in?

Do You Know?

The Law School Admission Council/Law School Admission Services says the number of law school applicants in the United States has dropped more than 16% since 1982.

After "teaching the basics," dropout programs and vocational and technical training programs should be the top priorities for quality education, the public says in a Gallup survey.

A Parting Gift From Fran Copp

A parting gift from Fran Copp, who retired, was a copy of Who's Who in America's Kindergartens - Forest School 1986-87, which each of her students had received. There is a page for each child with a one sentence introduction by Fran, a 3x5 picture of the child and then a two line quote from the child on what they like. Each child's copy has their original picture on the first page, with a dedication by Fran and a handwritten message from her. The second page is the following quotation by Pablo Casals:

And what do we teach our children in school? We teach them that two and two make four and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: "Do you know what you are? You are a marvel. You are unique. In all of the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child like you, and look at your body - what a wonder it is! Your legs, your arms, your cunning fingers, the way you move! You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel? You must cherish one another. You must work - we all must work - to make this world worthy of its children."

This is followed with Xeroxed copies of classmates' sheets. "All I Ever Really Needed To Know I Learned In Kindergarten" by Robert Flughum is included as the final page.

Kugler Uses Pictures For Dual Purposes

Last Halloween Carolyn Kugler, WOODDALE, took pictures of her students in their costumes. These were sent to grandparents on Valentine's Day. She also took pictures on Grandparents' Day, and they were sent with a letter during the December holidays.

Harris Likes MEAP Videotape

Note from Dodie Harris, FOREST - "Thanks for the opportunity to do Career MEAP (on videotape). I think it's a great approach in test taking and decision making."

Work Is Fun!

There's a strange phenomenon going on in business offices. People are working longer hours. Attention is being paid to this practice because of some new findings:

- The U.S. Bureau of Labor Statistics found that most Americans do not want a shorter work week. Nearly two-thirds of those questioned wanted no change, except for longer hours.
- Many business graduates are working at least 80 hours a week.

The explanations? Here are some:

- Human resources experts say that in these days of fierce competition, no one will know you are eager to advance if you are not at the office for long hours.
- Psychologists suggest some people prefer hard work to intermingling with family and friends.
- Economists say the last recession scared workers into staying longer to protect their jobs.
- Some workers say they don't want to work shorter hours because that would mean less money.

These explanations probably are valid, but there is one more:

Work is Fun!

The ability to enjoy achievement may start in the very early years. In "How to Raise a Brighter Child," author Joan Beck said Montessori schools "show clearly that when given free choice, 3, 4 and 5 year olds will choose learning activities, rather than play, and will enjoy them enormously."

This tendency continues through the adult years, a study by the U of M's Institute for Social Research in Ann Arbor indicates. (Detroit Free Press, January 19, 1987)

Forecasts (Continued from page 1)

As a market and as a marketer, China may be the world's single most important economic factor by the end of the twentieth century.

After 1995, Africa will emerge as the land of business opportunity. Its natural resources have yet to be exploited, and Africa will likely begin to assume the role of the last frontier for low-cost labor.

(More FORECASTS in the next PERSPECTIVES)

Farriers Are In Demand

Many years ago, the speaker at a career guidance meeting startled the audience by saying that he knew of a course which lasted only eight weeks, and its graduates earned twice the going rate for new bachelor's graduates. The course had no prior educational requirements, but it did have an 18 months wait for admission. No one could guess the answer, which was a program for farriers, better known as horseshoers.

There are 10 million horses in this country today, according to one report more than ever before in our country's history. This creates a demand for horseshoers, and a number of schools operate to provide the needed training.

The typical program lasts from six to twelve weeks during which the student may make as many as 200 horseshoes. Classes are small, around 12 to 20 enrolled at one time. The schools we contacted said they had women in all of their classes. Most require students to be at least 17 years of age. Costs vary, ranging from $1,200 to $2,000 for the program.

Graduates usually earn from $7,000 to $10,000 their first year and are up to the $25,000 to $30,000 level by their fourth year out of school.

A free leaflet So You Want to Be a Farrier and a directory of schools is available from the American Farrier's Association, P.O. Box 695, Albuquerque, NM 87103.

Foreign Management of U.S. Plants

In manufacturing, most USA companies still trail Japan, South Korea and West Germany. Fewer than 30 plants across the USA have become truly world-class, capable of producing zero-defect goods at the lowest possible price.

An almost universal consensus: The very best factories in the USA are not even American-managed. They're run primarily by the Japanese.

Most USA firms have yet to find the magical mix, the blend of human expertise and automation so apparent in Japanese factories. In many ways, the USA still yearns for a model, as Toyota was in Japan, that other firms can emulate.
(USA Today, August 3, 1987)

Farmington Career Development

PERSPECTIVES

Corky Parrott, Career Development Coordinator 477-3318 Number 30 February, 1988
Earl Baumunk, Director of Vocational and Career Education Farmington, Michigan

Advisory Committees Keep Farmington's Voc Programs Up-to-date

Over 50 Farmington residents, along with school personnel, serve on 11 vocational advisory committees to keep the high schools' vocational programs up to date with the work world. They review program objectives, equipment and facilities before suggesting changes, additions and deletions.

These committees advise programs for skill development in Architectural and Engineering Drafting, Auto Mechanics, Electronics, Graphic Arts, Home Economics, Machine Tool Technology, Marketing, Medical Skills, and Office. A High Technology committee is also developing course objectives for a new class.

Surprising Facts About Voc Ed & The American Labor Force

. Three-fifths of high school vocational graduates enter some form of educational program after high school, a proportion about equal to that of general-curriculum graduates.

. The more vocational classes high school students take, the less likely they are to drop out.

. Fourteen of the 20 fastest-growing occupations require vocational-technical training, not a four-year college degree.

. By 1995, employment in high-tech is projected to show growth up to 50%, compared to 23% for all jobs.

. In the late 1950s and the 1960s, big business and expanding government accounted for 75% of all new employment. Now small business creates more than 70% of all new jobs. (Career Success, Fall 1987)

Voc Skills Used In Competition

Students in vocational classes have formed four organizations in Marketing (DECA), Drafting and Graphic Arts (VICA) and Health Occupations (HOSA).

These 46 students use the skills learned in the classroom to compete at the regional, state and national level. In Drafting, professionals present a problem and the students have four hours to solve the problem and do the drawings. Graphics Arts students have six hours to do a project from start to finish. John Klenczar and Dennis Zaleski (FHS) sponsor these groups.

HOSA, newly formed this year at FHS under Corkie Lawton's direction, will do community service with Botsford and Sinai Hospitals as part of their activities.

Cathy Cunningham's, NFHS, DECA group competed at the regional and state levels. Four students then went on to national competition in the spring. One of her students, Ken Stern, was in the top 10 in the nation in Entrepreneurship, Participating Event. Cathy feels that DECA gives them an opportunity to develop leadership abilities and self confidence, learn to present themselves, "think on their feet," as well as to experience the kind of competition they will encounter in the work world.

Business-Education Partnerships Formed

There are now two business-education partnerships in operation with Farmington Schools. North Farmington High School is planning activities with Jervis Webb, and the YMCA has a summer job program with all three high schools.

Vocational Education Week
February 7-13, 1988

An Interview With Jack Shingleton Upon Retirement From MSU Placement Services

Where are students heading?

They're understanding work is not a dirty word...In terms of specific areas, engineers are still up there. Accountants face a strong demand. Marketing is still strong, and general business. Hotel, restaurant and institutional management and service industries are still strong. Add education. That's much improved. Nationally, 23% go into business and management; 13% education; and 8% social sciences.

Four years from now?

I think the pattern will be pretty much the same...But we'll see more students going into smaller organizations because the large corporations are downsizing and through mergers are cutting back on personnel.

Number 1 mistake by students?

They don't put enough time, effort and energy in this whole business of jobs and careers. You know that if a person gets out of the university and gets 4% yearly wage increases during his lifetime, they'll make $2.5 to $3 million in a lifetime. If they get a 10% increase, it's $11 million. a lot of these people drift with the current, and here they're playing with $8 million.

But have universities traditionally pushed careers?

We've had to make faculty realize that these students have to work when they graduate. It's now come home. One of the reasons is enrollments. Instructors realize if we don't put a package together to make these students marketable, we're not going to have students.

What else do you hammer home?

Get real-life practical experience, whether it's in a summer experience or part-time in your field. A degree alone gets you no place.

If a field is overcrowded, should a student pursue it if he wants it?

Yes. My advice to students is that if you enjoy a field and your abilities and interest and aptitude are toward a given field, by all means go into that field. You'll find your niche. You may have to pay the price of underemployment at first. But ultimately you'll be better off, economically, as well as being happy. The worst thing that can happen is someone going just for the bucks. Money takes care of itself in good time. (The Detroit News, May 24, 1987)

Transferable Skills Are Necessary

Training for employment while in school should emphasize those skills and attitudes which are easily transferable from one kind of job to another. Basic skill development, problem solving, communication, self discipline, good attendance, ability to acquire new knowledge, a proper work attitude, and the flexibility to change from one set of operations to another are all transferable skills. By concentrating on the development of skills which are transferable, dislocated workers would be in the best position to obtain new employment.
(The Journal/Winter 1987)

U.S. Advanced Technology Stays In Labs

The U.S. possesses the most advanced manufacturing technology in the world and, through ongoing research, will likely maintain that position for many years.

Ironically, except for a handful of larger companies, this advanced technology is not being widely used in manufacturing. Our advanced technology remains in laboratories, while our foreign competitors, especially Japanese companies, are capitalizing on it.

There are many reasons why we are so slow in utilizing advanced manufacturing systems...most small and medium-sized companies simply don't have the money.

"U.S. companies," says one corporate research director, "have not yet learned that speed to market is absolutely critical...." (The New York Times, Aug. 28, 1987 and Industry Week, May 4, 1987)

Best Bets For Future Jobs

- The Restaurant Ind[illegible]
- Food Stores
- Electronic Components
- Data Processing and Computer Services
- Securities Brokers and Dealers
- Hotels, Motels
- Plastic Products
- Retailing, Nonfood
- Communications Equipment
- Accounting, Bookkeeping

Note that three of these have to do with eating, our most basic need; two have to do directly with money; many are "high tech."
(High Tech Careers)

Is There A Teacher Shortage Or Not?

In May, a NEA survey concluded there is a shortage of teachers. In June, a National Center for Education Information (NCEI) poll found qualified applicants exceeded the number of jobs available, and by significant margins.

However, both surveys agreed there are not enough math, science and special education instructors, and minority and bilingual teachers are in short supply.

Education Week, the highly respected educational publication, recently said it's anyone's guess whether a teacher shortage exists. (Detroit News, August 18, 1987)

Major Downtrend In Engineering

Most college placement offices have noted a major downturn in the number of entry positions in the engineering field since last Spring. There is no doubt that the primary resource for permanent engineering talent in the future will increasingly come from those who have had work experience either in college cooperative programs or summer internship experience.

In the late '70s there were under 40,000 engineering students graduating nationwide with bachelor's degrees. Now, in the '80s, this number has climbed to over 80,000. That's a lot of people to be accepted into industry.

There is still a strong demand for engineers with experience in robotics, digital computers, and electrical engineering. Weaker areas are the more traditional ones with long histories of graduates, such as some electrical and chemical engineering. (CAM Report, March 1, 1987 and Detroit Free Press, July 4, 1987)

From City To Country

Futurist David Pearce Snyder predicted that America will launch a "technical revolution" to combat competition from developing countries, that factories will become more mechanized and move from cities to the countryside, and that, as a result, many jobs will be lost, cities will become less populated, and rural America will experience a growth surge. (Guidepost, October 29,1987)

Career Activities For The Classroom

"If you do not have fun at your work, you are wasting the most valuable resource you have...your life." Have students brainstorm on paper all the jobs they can think of that would be fun. Caution them not to stop to evaluate what they're writing. At the end of 10 minutes, tell students to look for patterns to the jobs they like. Ask them to summarize in a paragraph any patterns and their reaction. (Career World Teacher's Edition, Nov. 1987)

An activity for middle school students who often have unrealistic career goals: Have the class look through the want ads and find two jobs for each career cluster. Kids find out that there are no ads for rock stars, professional athletes, etc.

Classifieds: 1999

What are some of the job classifications you might expect to find in the want-ads of the nineties:

Geriatric Social Worker
Laser Process Technician
Genetic Engineer
High Energy Battery Technician
Robot Technician
Computer Programmer
Waste Technician
Housing Rehabilitation Technician
Polymer Technician
Holographic Inspection Specialist
Bionic-Electronic Technician
Paramedic
Solar Technician
Oil-Field Technician
Original Artists and Entertainers

The continuing development of high technology is expected to dramatically change the job market in the next 15 years. (Occupational Projections)

College students often have a very distorted and limited view of the work world. This is due in part by lack of parental information regarding their own jobs and TV being so limited in the scope of careers and portraying "fanciful" careers. College students also report that they are receiving career education but really want more in high school.

Hot Careers Defined By Megachanges

High technology has changed the way America does business and has created a strong demand for people who can build bridges between these new-age machines and the needs of modern corporations.

Computer-consultant liaison: a kind of high-tech middle person, this manager links the employer - a computer manufacturer - to the consultants who help automate corporate America.

A background in sales, marketing or corporate communications combined with sophisticated computer know-how is best for this growing field. Successful directors of liaison programs often move into product-marketing positions. (Salaries at large computer companies range from $30,000 to $100,000.)

Video-specialist: The number of companies using video for training, communication and promotion has jumped from 300 in 1974 to 8,500 today.

The field is so new that many managers start out in corporate communications or training departments. (Salaries range from $30,000 to $65,000.)

Telecommunications manager: The burgeoning need to transmit data, images and voices around the globe means that telecommunications is one of the fastest-growing departments in many companies.

Telecommunications managers help companies wade through the technical jargon and sales pitches to select the best carriers and equipment for their needs. (Telecommunications managers earn between $35,000 and $70,000, depending on experience and the size of the company. Managers who are skilled in data and satellite transmission can command $100,000-plus.)

Robotics engineer: It's true that robots often replace assembly-line workers. But, this high-tech answer to low-tech work actually will create 10,000 jobs by 1990. The bulk of those openings will go to robotics engineers.

A bachelor's degree or a two-year associate degree in engineering is a must. (Robotics engineers start at $24,000 and climb to $45,000 mid-career. Engineers with MBAs who break into management can earn up to $80,000.) (Working Woman, July 1, 1987)

College Students Naive About Workplace

Catalyst, a New York based organization which fosters careers of women, says a survey of 37 male and female undergraduates finds that students hold "the somewhat unrealistic view" they can succeed at work the same way they succeed at school, through superior performance, enthusiasm and self-confidence. In the students' opinion, these are more important than getting along with the boss, having a helpful adviser, working long hours, or playing - or dodging - office politics.

"Knowing the ropes, being a team player and other important workplace concepts are not part of students' consciousness," Catalyst says. "Employers may need to teach new recruits about these concepts."

Employers also have something to learn: New workers, men and women, want more time off for families. (The Wall Street Journal, May 12, 1987)

Help Wanted In 1990's

Barring a major economic recession, those entering the labor force in the 1990s should encounter a wide variety of jobs from which to choose. Employers should be offering more job training to help develop new staff for highly-skilled areas.

Employers probably will dip down into the ranks of the chronically unemployed to search out new staff. Inner city youth who dropped out of high school may get job offers, and possibly educational opportunities associated with them. More shuttling of employees from inner city areas to suburban work sites should take place.

Labor saving devices should expand. Just as self-service gasoline has been one of the fast growing trends of the last 10 years, self-service supermarkets may be one of the hottest items of the 1990s as customers run their own coded purchases through friendly computer checkouts. Fast food chains are debating offering a second drink free through dispensers as "it is cheaper to give away that second drink than to employ someone to pour it."(Business Week, Aug.10,1987)

Noted in Harrison's Media Center, a book, When apples ain't enough: Career change techniques for teachers, counselors and librarians.

Culinary School Graduates Fare Well

There are over 1.2 million cooks and chefs in the country, according to the U.S. Bureau of Labor Statistics (BLS). The field is dominated by cooks, whose education has traditionally been minimal, and who work everywhere from fast-food chains to school cafeterias. At the high end of the spectrum chefs, who traditionally went abroad for apprenticeships or schooling, are now refining their talents at U.S. culinary schools.

Many colleges are expanding their schools of culinary arts, combining class work in nutrition with on-the-job training in food preparation. The Culinary Institute of America offers a three-year apprenticeship program in coóperation with local employers, community colleges, and the like; it now exists in 65 cities. Graduates can expect to earn $16,000 to $18,000 to start, and eventually rise to the master chef level where earnings of $40,000 or more can be had.

"One piece of advice I like to give is to get a job early in one's career at a country club or similar establishment. You get a lot of experience in making high-quality food under time pressure, even while you're learning the fundamentals of cooking," says Bob Van Dyke, a New Jersey chef/proprieter. "Being a chef is hard work," avers Van Dyke. "I don't know a chef who works less than 60 hours a week."

As a result of general population growth, two-career families, and the increase in leisure time for many Americans, employment opportunities for cooks and chefs are expected to grow at a "faster than average" rate, according to the BLS. (Business Week's Guide to Careers, March 1986)

Hospitals Are Changing

By the year 2000, hospitals will be for frail, acute care persons, the "hard to treat." In-patient population will drop drastically. Hospitals are closing. By 2000, 25% will be closed or consolidated.

In health care fields they need people with the energy to care, ability to think, and ability to adjust to change.
(Deanna Klowinski, Beaumont Hospital)

Voc Ed: The Path To Career Success

Vocational education prepares people for careers in today's world. In vocational classrooms throughout the country, students get the skills and knowledge they need to do well in the workforce. Successful workers in all sorts of professions have gotten their start in vocational education, from business people to computer experts to medical professionals.

Vocational Education has more to offer than just a set of packaged "job skills." It provides well-rounded preparation for the real world, an education for the whole person. Along with solid career training, vocational students are taught how to prosper in a fast-changing world.

Vocational education can answer the occupational needs of people getting first-time career training, those seeking retraining for a different career, and those who want to advance in their present career.

Because public vocational education is funded by tax dollars, the cost to students is low; because one mission of vocational education is to get students into the workforce, the placement rate is high.

Vocational education benefits the entire community as well as the individual. Working hand-in-hand with business and industry, vocational education gives students the specific know-how they need for success in the labor force of today and tomorrow. Cooperation between classroom and boardroom fosters thriving communities of constructive citizens and dynamic commerce.
(Career Success, Fall 1987)

Home Delivered Groceries Coming Back?

Everyday people who earn $15 to $40 per hour on the job also wait in the supermarket checkout lines. That's one reason why home-delivered groceries may be making a comeback. A Washington-based service draws from a stock as big as a supermarket, charges competitive prices, and tacks on only $5.00 for the time locating items and making the home delivery. (Career Opportunities News, October/November, 1987)

Most people who are working in high-tech businesses are not high-tech workers...the average worker is an assembler, a shipper, a gofer, a packer, a night-watchman.

Kenbrook's Shallow Infuses Career Ed

After hearing about the exciting career development activities in Ruth Shallow's third grade at KENBROOK, I stopped in to see her. Ruth said that she became interested in career education when her own children were growing up. "They do need guidance," she asserted. She purchased a book from the Department of Labor which told about the duties, salary and outlook for the future for many jobs. "Go with your natural instincts and abilities," she urged her own children. They did, and now one daughter is an engineer, one a music therapist, and her son is in public relations for Turner Broadcasting.

Realizing the importance of career education, Ruth does many activities with her students. She sends out a short letter asking parents if they would speak to her class about their careers. They return the note with the date preferred, a.m. or p.m. She puts these dates on her calendar and works around them. "It's simple," according to Ruth. Nearly one parent from each of her students participate as speakers. Some bring things from their jobs. A podiatrist made molds of students' feet; a pilot gave them wings' pins. Her students never run out of questions. After their 20-30 minute visit, she writes a thank-you note on "Career Education Kenbrook School" stationery which she designed with computer graphics. Each student signs the note. These are proudly displayed in many parents' work places.

During the first semester, students do thorough autobiographies. They write about memorable events, hobbies, and one to two pages on What I Want To Be And Why. Throughout the year many films, discussions, bulletin boards and art projects are career related. In May they concentrate on reading about careers. Each child reads three books and does a report on one.

After talking to Ruth, I agree that career education is exciting in her classroom.
Corky Parrott

"We produce about a million and a half college graduates a year for about one million jobs that require a college education." (Harold Hodgkinson, Chronical of Higher Education)

Elementary Teachers Are Valuable

Most of what you learn in the first four years of elementary school will be valid all your life. Most of what you learn in four years of college won't be. This is another reason some people contend grade school teachers should be paid more than university professors. (L.M. Boyd, Detroit Free Press, November 4, 1987)

Traveling Through The Buildings . . .

At EAGLE, Mary Gottschalk has her third grade students make individual time lines using snapshots of themselves. These are displayed at Open House.

Bette Buckler's, LARKSHIRE, fifth graders performed a Halloween play for the entire school. In the production process they learned about careers associated with the theater.

Sign outside the door of Bridgett Livorine's second grade room at KENBROOK: "This room is full of Thumb-bodies" with each child's thumbprint and name on a big number 5 (her room number).

LARKSHIRE students in Barbara Loughlin and Evelyn Kaplan's first grades have been commissioned by McDonalds to make holiday decorations. They are "paid" by visiting McDonalds, seeing their decorations displayed, and receiving a treat.

Linda Weh, third grade, FLANDERS, gives out a Best Foot Forward award with a balloon attached to a cardboard with an outline of two feet. Nice comments about the honored child are written on each toe.

At LONGACRE, Pat Baumunk's fifth graders discover all of the different careers associated with a particular product.

Several schools have "buddy system" projects between fifth graders and kindergartners.

Annie Crudgington, WO[illegible] CREEK, copies the top of the report card on attitudes and work habits and has fifth grade students evaluate themselves, after which they compare their perceptions with the teacher's. She also uses these at parent conferences.

Some classes do time capsules which are passed along with the students and opened in fifth grade.

Farmington Career Development

PERSPECTIVES

Corky Parrott, Career Development Coordinator 477-3318 Number 31 April, 1988
Earl Baumunk, Director of Vocational and Career Education Farmington, Michigan

Career Guidance Is A High Priority

Recent national surveys indicate that career guidance is a major issue for American families. In Gallup polls, for example, parents report that helping their children choose a career is their second most pressing concern. For the general public, understanding the world of work and making realistic plans for after high school are the third and sixth most important goals of education.

Students themselves have increased their involvement in career planning activities. They also say they want more help with making career plans. Other research shows that parents play a primary role in children's career development, and that school counseling programs can benefit from tapping into this resource.

School counselors can start involving parents in career guidance by creating a parent resource library, distributing lists of practical suggestions, and calling a parent group meeting to get the program off the ground. Counselors can also conduct parent study groups, coordinate parent resources, organize career activities for families, and conduct student sessions on family influence.

Research has demonstrated the benefits and promises of comprehensive career guidance programs. Through collaborative efforts with parents, guidance counselors can help parents influence their children's career development more effectively and wisely. Together they may succeed in turning the promises of research into reality. (ERIC/CAPS, No. 3, 1986)

The personnel manager turned to the young man seeking a job. "Tell me," he said, "What have you done?" "Who, me?" replied the frightened applicant. "To whom?"

Employability Skills Test Developed

The committee which is developing a Basic Employability Skills Test for use in Michigan high schools is presently working on their fourth draft.

The test will not be mandatory but is expected to be popular with the constituencies in local districts. Students passing it will receive this endorsement on their diplomas. Governor Blanchard referred to this test in his State of the State address and suggested this information be on the Michigan Opportunity Card, which is one of his high priorities.

A very broad definition of employability skills is being used which includes basic communication and math skills, interpersonal skills, group problem solving skills, work ethics, attitudes and behaviors, technical skills and job seeking skills. Testing is to begin in the 1989-90 school year.

Choices Videotapes Are Available

Videotapes of the Choices, 1988 Career Seminar, feature Molly Brennan, engineer and Sunraycer driver, and women speakers on NASA careers, sports medicine, a pilot, and an architect. They will be shown on Channel 10 and are available from Corky Parrott for classroom use.

A special thanks to Lois Kluver, DUNCKEL science teacher, who was one of the 17 outstanding speakers at this event for 260 sixth and ninth graders.

(Lois Kluver uses every opportunity to discuss careers. She brought in decorative breads from a Sunday brunch centerpiece to discuss baking and cooking as careers and creative endeavors.)

Videographers Are Needed

Advances in video technology in the 1980s has created a greater need for people who can operate TV cameras...They are called videographers.

Beyond local TV and cable stations, commercial and industrial production houses and documentary producers require camerapeople, too. And hospitals and insurance companies often have their own video facilities.

Videographers are on their own from day one. Typically, they start as freelancers. Many camerapeople remain their own bosses throughout their entire careers.

A four-year or even a two-year college degree can be helpful to the beginning cameraperson...but is not always necessary. A professional school is another option, and as with many majors, internships can benefit both the employer and students.

A local cable TV station is a good place for the apprentice videographer to gain experience. Small video production houses also hire newcomers on a freelance basis. It's tough going at first with a lot of dog work.

In a major market, an entry-level, gofer-like job in a production company might pay $12,000 a year or less. Pay for a job as a cameraperson at a production or an industrial company might climb to the $20,000 level.

Yearly earnings for freelance camerapeople vary from "starvation wages" to $100,000 or more, depending on skill and reputation. While freelancers earn $250 or more per day, they might only work two days a week or less, and must spend hours on the telephone seeking work. (Business Week Careers, September 1987)

Job Growth Predicted In Oakland Co.

In a sampling of the counties in which employment growth is expected to be greatest between now and the year 2000, Oakland County is 14th on the list with 186,000. Los Angeles and Orange County, CA are 1st and 2nd with a total of 1,426,000 jobs. The 10 counties expected to gain the most jobs are all in California, Texas, Florida and Arizona except for Cook County, IL, which places 10th on the list.

Foreign Languages And Careers

The world seems to be "shrinking" because of advances in global communication, causing people of different nations to share information in order to co-exist. Businesspeople realize that, more and more, they need to meet the world marketplace equipped with foreign language skills.

About 31% of public high school students are taking language classes, up from 21% five years ago. On college campuses, foreign language enrollments have topped the million mark for the first time in 14 years.

Educators think foreign economic competition is one reason more Americans want to learn about foreign grammar and culture. These other factors also are believed to be behind the interest:

- Increased travel abroad by students.
- School reform reports stressing language study.
- More campuses requiring language for admission or graduation.
- The general trend back to educational "basics."

Signs of the surge are evident from coast to coast.

If you can combine a marketable skill with a second language, you can gain an edge in the workplace. Opportunities to apply bilingual ability are growing, although a command of another language won't buy you a job. Consider this story, reported in "Language Paper," a newsletter for readers interested in other languages:

"I speak Chinese," the job applicant volunteered jubilantly. "So do 1 billion Chinese citizens," the interviewer responded dryly. "What else can you do?" (Career World, January 1988 & CAM Report)

Around 10,000 Japanese business executives work in the United States and most speak English. By contrast, only around 1,000 American executives work in Japan and most do not speak Japanese.

Foreign Language Activity

Ask students to consider this scenario: If computers can be programmed to perform immediate translation, will people still need to learn a second language? Why? Could computers translate as well as people? (For example, can computers understand sarcasm, idioms and slang?)

Keyboarding: An Essential Skill For Tomorrow's Job Seekers

The 1984 New York State Board of Regents Action Plan to Improve Elementary and Secondary Results includes the following statements: "Instruction in keyboarding will be included in the State-developed English Language Arts Syllabus."

Keyboarding is an enabling skill that allows students to discover, record, arrange and communicate information in a way never before possible. Students will need to become more familiar with fundamental keyboarding techniques and functions in order to manipulate data, and to use the keyboard for communication.

Jean Mincey, an instructor who participated in the NBEA-Manpower internship program states: "Students headed for general employment need keyboarding skills because the computer is already a basic tool in many areas outside the office. The traditional need to train office workers is still with us; and according to labor analysts, the need for well-trained workers who possess computer and word processing skills will continue to grow."

A recent survey revealed that the third grade is not too early to teach students to learn how to use the keyboard correctly and efficiently. Because keyboarding is an essential skill being required by more businesses and other career areas, it makes good sense to learn it early and to learn it right.

A new program called KEYBOARDING CAPERS is designed to teach correct keyboarding techniques instead of allowing students to develop hunt and peck methods that will become a disadvantage later on.
(Getting Jobs, Jan-Feb, 1988)

The big growth in journalism schools occurred in the 1970s when enrollments jumped to 60,000 in 190 colleges. Today, there are 88,000 in J-Schools, with relatively fewer preparing for newspaper work. Most will work in public relations, advertising, and broadcast journalism.

The average wage for female full-time workers is 70% of men's average wage; in 1979, women made only 62% of men's earnings.

Parent Participant Pizzazz At Forest

Intrigued by the title, Parent Participant Pizzazz, Dodie Harris, FOREST fourth grade, was interviewed about this program. In September she sends out a brief letter to parents asking for their participation in her classroom during the year, and a questionnaire with suggestions of topics is included and when they might be available. She gets responses from a third to a half of her parents (or grandparents or other relatives). A temporary schedule with name, topic and month is then sent to all parents, which usually brings in even more volunteers. At the beginning of each month she calls them to firm up the date.

She said she gets mostly career speakers, but has had story tellers, a mock jury trial, scuba divers with their own slides taken underwater, and an eggroll making demonstration.

As well as establishing good parent relations, Dodie feels it enriches her students, turns them on to a variety of careers, hobbies and locations in the world. She is quick to give Barb Novatis, WOOD CREEK Principal, credit for this concept.

Teachers Pay Up 2% Since 1972

Adjusted for inflation, teacher pay is up only 2% from its previous peak in 1972. Although that isn't much, the average U.S. worker still hasn't recovered all of the real wages lost in the inflationary 1970s.

Teachers say the biggest lasting changes in recent contracts may be the moves to enhance "professionalism" - giving them more authority to make staffing and budget decisions. (The Wall Street Journal, September 21, 1987)

Out of 1,600 students at Harvard Business School only 57 took the course "Ethical Aspects of Corporate Policy" last year. By contrast, 411 signed up for "Power and Influence."

Today, about 6.7% of all U.S. workers are Hispanic. This proportion will increase to about 10% by the year 2000.

American Workers Face Obsolescence

Many workers attempting to enter the labor force in the 21st Century will find they lack the reading and computational skills needed for available jobs. In the coming decades, a growing percentage of workers will come from groups that have traditionally received inadequate education - minorities, the poor and immigrants.

The groups who can't keep up with the training, such as the poor and the undereducated, won't be able to keep up with the changes. This makes it even more important to equalize the education that all Americans receive, or we will have a society of haves and have nots.

The person who will be most obsolete is the person who is not flexible. People need to consider their "career" to be the ongoing task of building a satisfying life that includes relationships, interests and leisure as well as work. They need to look at their career not just as a job, but as their life.

In the next decade many Americans will not have one full-time job, but will work in permanent part-time service positions such as custodians, waitresses or cashiers. Because such positions will be low-paying, workers will need to work two jobs or develop their own source of extra income.

The workplace is changing, but schools are the last to change. Our schools still resemble little factories, but we're no longer a manufacturing society, and by emphasizing conformance to externally imposed rules and schedules, schools are not training students in the way that is needed for the work world.

People are going to have to be trained for greater flexibility and life-long learning. And we're going to have to train people to value themselves as people - not just for their jobs. (Lee Richmond, Guidepost, February 11, 1988)

There are not many rewards for being good or normal.

Vibrations are more important to children than words.

Self concept is taught through success, not adversity. (Elizabeth Allen on Using Self Concept to Enhance Learning)

Career Activities

Have students brainstorm a list of jobs for which they believe the ability to write well is not important. Then examine the list and suggest times when writing would be important in these jobs.

Ask students to make a list of things they enjoy doing: baking cookies, making models, drawing, collecting records, biking, for example. Then have them pinpoint which of their interests has the greatest potential for generating a part-time income (the key is for the student to identify an interest that can provide a service other people want or knowledge about something other people would like to know). Then have the students choose a name for their hobby/business and create a poster promoting it. The poster should make it clear that what's being offered is a business and that customers will pay for work done.

Meetings Are Unproductive

A recent survey shows that the average executive spends the equivalent of 21 work-weeks a year in meetings inside and outside the office. More than a million meetings will be held this year at corporate centers alone, in addition to the millions of daily meetings inside the office. But most managers have no formal training in how to plan and run meetings, which is why we consider 25% to 50% of all meetings to be unnecessary or unproductive. (U.S. News & World Report, Oct. 12, 1987)

Tired Out Before You Start?

In getting ready to tackle some project you don't much like, prepare yourself by setting a target time to start, and forget about it until then. Such is the advice of the psychologists. Too much planning can tire you out before you begin, they say.

When teachers feel good about themselves, students will then have more positive role models to pattern after. It is very necessary to have a positive climate within a school. (From EAST, Sharon McConaghie, notes during Motivation Workshop)

High Tech Vocational Education Required To Fill Many Future Jobs - Cetron

Vocational education will be greatly affected by the rapidly-disappearing "middle ground" in business and the new attitudes about women entering the job market, according to futurist Marvin Cetron.

"There's no middle anymore. You either go to a fancy restaurant or McDonalds," Cetron said. Companies will be either mammoth corporations which can profit from economies of scale or tiny entrepreneurial firms that survive by offering personal service.

In small and large businesses, vocational education must begin to help fill the seven jobs that are needed to support every one high technology worker. "There's a dearth of trained people. We're talking about high tech vocational education."

By 2000, 88% of the jobs will be in service occupations because technology will eliminate many labor intensive tasks. Half of those service jobs will be in repair and maintenance and the other half in information processing.

The quality and quantity of manufactured goods will consistently improve because of automation. But it will take only a third of the present U.S. manufacturing work force to produce five times the quantity of goods.

Business and industry must realize that women will fill most of the new jobs, but they must be paid equally. In particular, the disparity in pay will make it difficult to fill jobs in the South where women currently receive 55 cents for the same job a man receives $1.

Past attitudes about working women are still reflected in low pay for teachers, nurses and librarians, which are occupations predominately held by women.

Cetron advocates that teachers' salaries should be increased by 20% immediately, but that teachers should also be computer literate within three years or be fired.

He also called for increasing the average 180-day school year to 210 days and increasing daily classes from six to seven hours. On average in Europe, students attend class 240 days for 8 hours per day.

Cetron also observed that:

. Robots that cost $150,000 in 1980 will drop in price to $5,000 with a few years. On average, one robot replaces six workers.

. A third of all jobs for secretaries, typists and stenographers will be eliminated because of technology.

. Unions will continue to lose power, declining from 22.3% of the work force in 1980 to less than 10% by 2000.

. Democrats, who have been strong supporters of vocational education, will not control the White House until 1996. "We've raised a bunch of Republicans," Cetron quipped in reference to the "baby boom" generation. He predicts that George Bush will be the next president because he is the only candidate with wide support and recognition.

. More than 80% of the doctors will be on salary by 2000.

. Nearly all hospitals will be managed by one of 20 major hospital corporations by 2000.

. Three hotel chains - Sheraton, Hyatt and Marriott - will eventually control most middle-priced lodging facilities.
(AVA Update, February 1988)

Ceramics-A Hot Industry In 21st Century

Recent studies by the U.S. Commerce Department predict that in the next century development of space age ceramics, plastics, and metals will become America's hottest industry with the strongest impact on the national economy.

Professor John D. Mackenzie of the University of Califoria, Los Angeles, believes "the revolution in ceramics will be to the 21st century what advances in electronics and plastics have been to the 20th century."

Working at UCLA, Mackenzie, from the school's material science and engineering department, and Frederick M. Hawthorne, a chemistry professor, focus their joint research on the next generation of magnetic and superconducting ceramics. Synthetic ceramics are made by embedding tiny, whisker-thin wisps of ceramic fibers into a mix of plastics, metals, or ceramics.
(Career World, February 1988)

Traveling Through The Buildings . . .

Petticoats and Presidents Parade in Connie Qualman's FOREST fifth grade gave equal time to famous women and men in U.S. history. Students did a written research report, dressed as the chosen person and gave a brief summary of why they were important in history to a school assembly. Attractively packaged reports were also done for the Olympics.

All FOREST fifth graders did Science Fair projects which were displayed during conferences in January. They also researched the duties of scientists in the fields associated with their projects.

An interesting poster noted outside Dodie Harris' FOREST classroom - "We Laugh and Learn in Room 16" with pictures, and captions, of each class member - done by the students.

At DUNCKEL, Brian Sprague, sixth grade, has had several speakers including Ben Marks who discussed his careers as mayor and builder; NFHS student, Jennifer Talagrand, who went to Australia as an exchange student, and many parents.

Linda Lelek, BEECHVIEW, fourth grade, will turn her classroom into a Mini Society in the spring.

BEECHVIEW had many speakers in for March Reading Month. They discussed why reading was important in their lives and careers. Included were Senator Faxon, George Cantor, Observer, Detroit News and TV reporters, chiropractor, dentist and lawyer.

Fifth graders in Amy Kleinschmit's BEECHVIEW classroom interviewed persons about their careers, reported to the class, made career posters and heard several speakers.

One of Anne Marie Weiss' first graders at GILL contributed to the Invent America contest by designing a "Crying Baby Quiet Machine." It consists of a hand to pat a new baby when it cries.

Career Days

EAST and WARNER both had Career Days on March 25. The Adult Education program had their first Career Day on February 24 under the direction of Terry Klenczar. Sixth grade teachers at DUNCKEL are discussing a mini Career Day for their students.

A GILL third grader in Jane Reid's class invented the "Easy Sketcher," consisting of a roll of sketch paper on an easel. The roll eliminates the need to go looking for sketch paper.

Dennis Place's 4th grade at GILL was introduced to basic programming when a student's mother presented an introductory lesson. The hour session covered basic concepts such as a computer "is a machine to be told what to do and how to do it!" The second part of the lesson was a hands-on approach using program symbols to explain how a program is written. Computer careers were also discussed.

A Michigan Sequicentennial showcase at GILL by 3rd and 4th graders featured pictures of the children with the careers they hope to pursue in "Michigan's Future."

Out-of-School Activities Crucial To Success

"Children spend only 12% (or less) of their time in school from birth to 18 years," says researcher Reginald M. Clark.

Clark's research shows that the most successful students, regardless of family income level or ethnic background, are those who have constructive activities after school. Such students spend 20 to 35 hours a week on productive activities, leisure reading, hobbies, organized sports teams, writing projects, dialogues with adults on topical issues," says Clark, who has taught teachers for about eight years and now lives in Claremont, Calif.

"If you look at the underachievers," he says, "their time outside school is top-heavy with play, hanging out with friends, talking on the telephone, looking at the TV; not in anything constructive."

Schools need to work with parents to get their children more involved. Parents need to be educated as to what they can do to help the educational process. Teachers need to be perceptive communicators with parents.

Only in this way can a cohesive program be developed that will benefit all.
(CAM Report, February 1988)

"Anything that can be done by someone who can't read, write or compute can be done better by a robot." Dale Parnell

FARMINGTON PUBLIC SCHOOLS
32500 SHIAWASSEE
FARMINGTON, MICHIGAN 48024-2695
(313)477-1300

HELEN D. PRUTOW, *President*
HELEN E. DITZHAZY *Vice-President*
JANICE ROLNICK, *Secretary*
R. JACK INCH, *Treasurer*
JAMES J. ABERNETHY, *Trustee*
JOHN K. COTTON, *Trustee*
SUSAN C. RENNELS, *Trustee*

GRAHAM E. LEWIS, *Superintendent*
MICHAEL P. FLANAGAN, *Deputy Superintendent*
MARY LOU ANKELE, *Asst Supt Special Services*
LYNN G. NUTTER, *Asst Supt Admin. Operations*
JUDITH WHITE, *Asst Supt Staff/Curr. Development*

EARL D. BAUMUNK, *Dir. Vocational/Career Ed.*

February 19, 1988

Dear Parent:

Very soon your eighth grade son or daughter will be selecting courses to be taken at the high school. Because of the limited flexibility in the selection of electives at the ninth and tenth grade, it is important to do some long-range planning.

There have been many instances where a junior or senior wished to be a part of the co-op (work study) program or desired a part- or full-time job but did not have the technical skills.

We believe that, in general, a balanced program of academic and technical skills that allows a student not only to continue their education but to also gain and hold employment is in the best interest of most high school graduates. On the back of this letter is a list of the technical programs and the prerequisites available to Farmington students at their home high school or at the Southwest Oakland Vocational Education Center (SWOVEC).

We wish you son or daughter success in their career planning.

Sincerely,

Earl D. Baumunk

Earl D. Baumunk
Director of Vocational & Career Education

John Xenos

John Xenos, Principal
Southwest Oakland Vocational Education Center

EDB:jeg

FARMINGTON PUBLIC SCHOOLS
PUBLIC NOTIFICATION
TECHNICAL EDUCATION CURRICULUM

Each year the Farmington Public Schools offer Vocational/Technical programs at Farmington (FHS), Harrison (HHS), North Farmington (NFHS) High Schools and at the Southwest Oakland Vocational Education Center (SWOVEC) in Walled Lake. Within the District a shuttle bus transports students from their high school to another building. No class time is lost.

These programs are designed to prepare youth for a broad range of employment and training opportunities. They are offered under the guidance of certified instructors, counselors and cooperative education coordinators. The curriculum is technologically up to date, the equipment is representative of the "state of the art" in business and industry and the laboratories are of optimum size and appropriately designed.

If a program is offered at SWOVEC and at the home high school, students are asked to enroll in the home high school for the first year and then transfer to SWOVEC for the advanced program during the second year. Students attend SWOVEC from 8:00 a.m. to 10:30 a.m. Buses leave each high school at 7:30 a.m. and return at 11:00 a.m.

Listed below are the programs being offered this year, their location and the criteria for admission:

PROGRAM	LOCATION	PREREQUISITE
Clerk Typist	HHS	1 Semester Typing
Marketing I,	FHS-HHS-NFHS	NONE
Marketing & Store Operations	FHS-HHS-NFHS	None
Marketing II	FHS-HHS-NFHS	Marketing I
Medical Skills (Science Credit)	FHS-NFHS	NONE
Secretarial Procedures(2hr)	HHS-SWOVEC	1 Year Typing
Office Management (1hr)	FHS-HHS-NFHS	1 Year Typing
Auto Mechanics	All Schools	1 Semester Auto Mechanics or Auto Care
Architectural Drafting	FHS-HHS-SWOVEC	1 Semester General Drafting
Engineering Drafting	FHS - HHS - SWOVEC	1 Semester General Drafting
Electronics (Science Credit)	FHS - SWOVEC	1 Semester Electronics
Machine Tool Technology	NFHS - SWOVEC	1 Semester Metals Technology
Printing (Production Arts)	FHS - SWOVEC	1 Semester Photo Print
Visual Merchandising	SWOVEC	NONE
Auto Body Repair	SWOVEC	NONE
Cosmetology	SWOVEC	NONE
Data Processing	SWOVEC	NONE
Dental Office Assistant	SWOVEC	NONE
Diesel Mechanics	SWOVEC	NONE
Floral Design - Sales	SWOVEC	NONE
Food Services	SWOVEC	NONE
Greenhouse Management and Landscaping	SWOVEC	NONE
Medical Office Assistant	SWOVEC	NONE
Welding	SWOVEC	NONE

LIFE MANAGEMENT CURRICULUM

The life management curriculum (formerly home economics) includes courses designed to help students more effectively cope with and manage their lives in a high-tech society. The facilities are up to date and well equipped. The instructional staff and guidance counselors are both certified and well qualified. The following semester courses are offered at each of the high schools unless otherwise noted:

COURSE	PREREQUISITE	GRADE
Child Development/Parenting	NONE	11 & 12
PreSchool Seminar (FHS only)	Child Development	12
Fashion Design (FHS only)	NONE	9 - 12
Teen Issues	NONE	9 - 10
Family Sociology (Social Studies Credit)	NONE	12
Food & Nutrition	NONE	9 -12
Interior Design	NONE	9 - 12
Personal Finance (Math Credit)	NONE	12
On Your Own (FHS only)	NONE	12

For Specific Information about the above programs, you may call the Guidance Office at the respective building. Farmington High School (474-6155), Harrison High School (477-3315) and North Farmington High School (626-0212).

In keeping with the Farmington Board of Education policy on non-discrimination, students have equal access to all technical and life management programs regardless of race, religion, handicap, color, sex, or national origin. **In addition, the lack of English language shall not be a barrier to admission or participation.** For General information about these programs, contact Earl D. Baumunk, Director of Vocational & Career Education, 32500 Shiawassee, Farmington (477-1300). Inquiries concerning equal opportunity on the basis of sex should be directed to Pamella O'Malley, Title IX Coordinator, 32500 Shiawassee, Farmington (471-6329). Questions concerning equal opportunity for the handicapped should be directed to Janice Richards, Section 504 Coordinator at 32789 W. Ten Mile, Farmington (477-3703). Inquiries concerning discrimination on the basis of race, color or national origin may be directed to Robert Coleman, Title VI Coordinator, 32500 Shiawassee Farmington MI (471-6325).

FARMINGTON PUBLIC SCHOOLS

PRE-TECHNICAL EDUCATIONAL CLASSES AVAILABLE TO 9TH GRADE STUDENTS

FARMINGTON HIGH SCHOOL

BUSINESS DEPARTMENT

TYPING I	1/2 Year
TYPING II	1/2 Year

INDUSTRIAL TECHNOLOGY

ELECTRONICS I (Science Credit)	1 Year
GENERAL DRAFTING	1 Year
METALS TECHNOLOGY I	1/2 Year
PHOTO PRINTING	1/2 Year
WELDING I	1/2 Year
WELDING II	1/2 Year
WOODWORKING I	1/2 Year

LIFE MANAGEMENT

FASHION DESIGN I	1/2 Year
FOOD & NUTRITION I	1/2 Year
FOOD & NUTRITION II	1/2 Year
TEEN ISSUES	1/2 Year

NORTH FARMINGTON HIGH SCHOOL

BUSINESS DEPARTMENT

TYPING I	1/2 Year
TYPING II	1/2 Year

INDUSTRIAL TECHNOLOGY

AUTO CARE	1/2 Year
AUTO MECHANICS	1 Year
DRAFTING I	1/2 Year
ELECTRONICS I (Science Credit)	1 Year
METALS TECHNOLOGY I	1/2 Year
WOODS I	1/2 Year

LIFE MANAGEMENT

FOODS/NUTRITION I	1/2 Year
FOODS/NUTRITION II	1/2 Year
TEEN ISSUES	1/2 Year

HARRISON HIGH SCHOOL

BUSINESS DEPARTMENT

TYPING I	1/2 Year
TYPING II	1/2 Year

INDUSTRIAL TECHNOLOGY

GENERAL DRAFTING	1/2 Year
METALS TECHNOLOGY I	1/2 Year
ELECTRONICS I (Science Credit)	1/2 Year

LIFE MANAGEMENT

FOOD/NUTRITION I	1/2 Year
FOOD/NUTRITION II	1/2 Year
SOCIAL RELATIONS	1/2 Year

OVER OVER OVER

FARMINGTON PUBLIC SCHOOLS
PUBLIC NOTIFICATION
TECHNICAL EDUCATION CURRICULUM

Each year the Farmington Public Schools offer Vocational/Technical programs at Farmington (FHS), Harrison (HHS), North Farmington (NFHS) High Schools and at the Southwest Oakland Vocational Education Center (SWOVEC) in Walled Lake. Within the District a shuttle bus transports students from their high school to another building. No class time is lost.

These programs are designed to prepare youth for a broad range of employment and training opportunities. They are offered under the guidance of certified instructors, counselors and cooperative education coordinators. The curriculum is technologically up to date, the equipment is representative of the "state of the art" in business and industry and the laboratories are of optimum size and appropriately designed.

If a program is offered at SWOVEC and at the home high school, students are asked to enroll in the home high school for the first year and then transfer to SWOVEC for the advanced program during the second year. Students attend SWOVEC from 8:00 a.m. to 10:30 a.m. Buses leave each high school at 7:30 a.m. and return at 11:00 a.m.

Listed below are the programs being offered this year, their location and the criteria for admission:

PROGRAM	LOCATION	PREREQUISITE
Clerk Typist	HHS	1 Semester Typing
Marketing I,	FHS-HHS-NFHS	NONE
Marketing & Store Operations	FHS-HHS-NFHS	None
Marketing II	FHS-HHS-NFHS	Marketing I
Medical Skills (Science Credit)	FHS-NFHS	NONE
Secretarial Procedures(2hr)	HHS-SWOVEC	1 Year Typing
Office Management (1hr)	FHS-HHS-NFHS	1 Year Typing
Auto Mechanics	All Schools	1 Semester Auto Mechanics or Auto Care
Architectural Drafting	FHS-HHS-SWOVEC	1 Semester General Drafting
Engineering Drafting	FHS - HHS - SWOVEC	1 Semester General Drafting
Electronics (Science Credit)	FHS - SWOVEC	1 Semester Electronics
Machine Tool Technology	NFHS - SWOVEC	1 Semester Metals Technology
Printing (Production Arts)	FHS - SWOVEC	1 Semester Photo Print
Visual Merchandising	SWOVEC	NONE
Auto Body Repair	SWOVEC	NONE
Cosmetology	SWOVEC	NONE
Data Processing	SWOVEC	NONE
Dental Office Assistant	SWOVEC	NONE
Diesel Mechanics	SWOVEC	NONE
Floral Design - Sales	SWOVEC	NONE
Food Services	SWOVEC	NONE
Greenhouse Management and Landscaping	SWOVEC	NONE
Medical Office Assistant	SWOVEC	NONE
Welding	SWOVEC	NONE

LIFE MANAGEMENT CURRICULUM

The life management curriculum (formerly home economics) includes courses designed to help students more effectively cope with and manage their lives in a high-tech society. The facilities are up to date and well equipped. The instructional staff and guidance counselors are both certified and well qualified. The following semester courses are offered at each of the high schools unless otherwise noted:

COURSE	PREREQUISITE	GRADE
Child Development/Parenting	NONE	11 & 12
PreSchool Seminar (FHS only)	Child Development	12
Fashion Design (FHS only)	NONE	9 - 12
Teen Issues	NONE	9 - 10
Family Sociology (Social Studies Credit)	NONE	12
Food & Nutrition	NONE	9 -12
Interior Design	NONE	9 - 12
Personal Finance (Math Credit)	NONE	12
On Your Own (FHS only)	NONE	12

For Specific Information about the above programs, you may call the Guidance Office at the respective building. Farmington High School (474-6155), Harrison High School (477-3315) and North Farmington High School (626-0212).

In keeping with the Farmington Board of Education policy on non-discrimination, students have equal access to all technical and life management programs regardless of race, religion, handicap, color, sex, or national origin. **In addition, the lack of English language shall not be a barrier to admission or participation.** For General information about these programs, contact Earl D. Baumunk, Director of Vocational & Career Education, 32500 Shiawassee, Farmington (477-1300). Inquiries concerning equal opportunity on the basis of sex should be directed to Pamella O'Malley, Title IX Coordinator, 32500 Shiawassee, Farmington (471-6329). Questions concerning equal opportunity for the handicapped should be directed to Janice Richards, Section 504 Coordinator at 32789 W. Ten Mile, Farmington (477-3703). Inquiries concerning discrimination on the basis of race, color or national origin may be directed to Robert Coleman, Title VI Coordinator, 32500 Shiawassee Farmington MI (471-6325).

FARMINGTON PUBLIC SCHOOLS
32500 SHIAWASSEE
FARMINGTON, MICHIGAN 48024-2695
(313)477-1300

HELEN D. PRUTOW,
President
HELEN E. DITZHAZY
Vice-President
JANICE ROLNICK,
Secretary
R. JACK INCH,
Treasurer
JAMES J. ABERNETHY,
Trustee
JOHN K. COTTON,
Trustee
SUSAN C. RENNELS,
Trustee

GRAHAM E. LEWIS,
Superintendent
MICHAEL P. FLANAGAN,
Deputy Superintendent
MARY LOU ANKELE,
Asst. Supt. Special Services
LYNN G. NUTTER,
Asst. Supt. Admin. Operations
JUDITH WHITE,
Asst. Supt. Staff/Curr. Development

EARL D. BAUMUNK,
Dir. Vocational/Career Ed.

February, 1988

Dear Parent:

Very shortly your high school son or daughter will be selecting courses for the 1988-89 school year. We would like to encourage them to elect one or more of the technical or life management courses listed on the reverse side of this sheet. These programs are available at our local high schools or at the Southwest Oakland Vocational Education Center (SWOVEC).

Since the better jobs require more than academic skills, we would encourage your son or daughter to elect one or more of the courses designed to help them gain and hold full- or part-time employment. Currently, more than 50 percent of Farmington graduates leave with a technical skill, and about 70 percent of these students go on to some form of continuing education.

A co-op (work study) program is available to all 11th and 12th grade students who are enrolled in or have completed one or more of the technical courses listed. Co-op has been very effective in helping students make the difficult transition from school to work.

Would you please share this information with your son or daughter.

Sincerely,

Earl D. Baumunk
John Xenos

Earl D. Baumunk, Director
Vocational & Career Education

John Xenos, Principal
Southwest Oakland Vocational Education Center

EDB:jeg

FARMINGTON PUBLIC SCHOOLS
PUBLIC NOTIFICATION
TECHNICAL EDUCATION CURRICULUM

Each year the Farmington Public Schools offer Vocational/Technical programs at Farmington (FHS), Harrison (HHS), North Farmington (NFHS) High Schools and at the Southwest Oakland Vocational Education Center (SWOVEC) in Walled Lake. Within the District a shuttle bus transports students from their high school to another building. No class time is lost.

These programs are designed to prepare youth for a broad range of employment and training opportunities. They are offered under the guidance of certified instructors, counselors and cooperative education coordinators. The curriculum is technologically up to date, the equipment is representative of the "state of the art" in business and industry and the laboratories are of optimum size and appropriately designed.

If a program is offered at SWOVEC and at the home high school, students are asked to enroll in the home high school for the first year and then transfer to SWOVEC for the advanced program during the second year. Students attend SWOVEC from 8:00 a.m. to 10:30 a.m. Buses leave each high school at 7:30 a.m. and return at 11:00 a.m.

Listed below are the programs being offered this year, their location and the criteria for admission:

PROGRAM	LOCATION	PREREQUISITE
Clerk Typist	HHS	1 Semester Typing
Marketing I,	FHS-HHS-NFHS	NONE
Marketing & Store Operations	FHS-HHS-NFHS	None
Marketing II	FHS-HHS-NFHS	Marketing I
Medical Skills (Science Credit)	FHS-NFHS	NONE
Secretarial Procedures(2hr)	HHS-SWOVEC	1 Year Typing
Office Management (1hr)	FHS-HHS-NFHS	1 Year Typing
Auto Mechanics	All Schools	1 Semester Auto Mechanics or Auto Care
Architectural Drafting	FHS-HHS-SWOVEC	1 Semester General Drafting
Engineering Drafting	FHS - HHS - SWOVEC	1 Semester General Drafting
Electronics (Science Credit)	FHS - SWOVEC	1 Semester Electronics
Machine Tool Technology	NFHS - SWOVEC	1 Semester Metals Technology
Printing (Production Arts)	FHS - SWOVEC	1 Semester Photo Print
Visual Merchandising	SWOVEC	NONE
Auto Body Repair	SWOVEC	NONE
Cosmetology	SWOVEC	NONE
Data Processing	SWOVEC	NONE
Dental Office Assistant	SWOVEC	NONE
Diesel Mechanics	SWOVEC	NONE
Floral Design - Sales	SWOVEC	NONE
Food Services	SWOVEC	NONE
Greenhouse Management and Landscaping	SWOVEC	NONE
Medical Office Assistant	SWOVEC	NONE
Welding	SWOVEC	NONE

LIFE MANAGEMENT CURRICULUM

The life management curriculum (formerly home economics) includes courses designed to help students more effectively cope with and manage their lives in a high-tech society. The facilities are up to date and well equipped. The instructional staff and guidance counselors are both certified and well qualified. The following semester courses are offered at each of the high schools unless otherwise noted:

COURSE	PREREQUISITE	GRADE
Child Development/Parenting	NONE	11 & 12
PreSchool Seminar (FHS only)	Child Development	12
Fashion Design (FHS only)	NONE	9 - 12
Teen Issues	NONE	9 - 10
Family Sociology (Social Studies Credit)	NONE	12
Food & Nutrition	NONE	9 - 12
Interior Design	NONE	9 - 12
Personal Finance (Math Credit)	NONE	12
On Your Own (FHS only)	NONE	12

For Specific Information about the above programs, you may call the Guidance Office at the respective building. Farmington High School (474-6155), Harrison High School (477-3315) and North Farmington High School (626-0212).

In keeping with the Farmington Board of Education policy on non-discrimination, students have equal access to all technical and life management programs regardless of race, religion, handicap, color, sex, or national origin. **In addition, the lack of English language shall not be a barrier to admission or participation.** For General information about these programs, contact Earl D. Baumunk, Director of Vocational & Career Education, 32500 Shiawassee, Farmington (477-1300). Inquiries concerning equal opportunity on the basis of sex should be directed to Pamella O'Malley, Title IX Coordinator, 32500 Shiawassee, Farmington (471-6329). Questions concerning equal opportunity for the handicapped should be directed to Janice Richards, Section 504 Coordinator at 32789 W. Ten Mile, Farmington (477-3703). Inquiries concerning discrimination on the basis of race, color or national origin may be directed to Robert Coleman, Title VI Coordinator, 32500 Shiawassee Farmington MI (471-6325).

BEST COPY AVAILABLE

PUBLIC NOTIFICATION
FARMINGTON PUBLIC SCHOOLS - "NEW" HOME ECONOMICS

The Department of Vocational Education is pleased to announce the "NEW" Consumer Home Economics curriculum. The programs are designed to help students more effectively prepare for life, for contributions to others and to society as a whole.

The curriculum content has been revised to reflect the concept of the "NEW" Consumer Home Economics. The facilities are modern and up to date and the instructors and guidance counselors are both certified and highly qualified.

The following semester courses are offered at Farmington, North Farmington and Harrison High Schools:

COURSE	PREREQUISITE	GRADE
Child Development Parenting	NONE	11 & 12
PreSchool Seminar	Child Development	12
Fashion Design (F.H.S. only)	NONE	9 - 12
Teen Issues	NONE	9 - 10
Family Sociology (Social Studies Credit)	NONE	12
Food & Nutrition	NONE	9 - 12
Interior Design	NONE	9 - 12
Personal Finance (Math Credit)	NONE	12

For Specific Information about the above programs, you may call the Guidance Office at the respective building. Farmington High School (474-6155), Harrison High School (477-3315) and North Farmington High School (626-0212).

In keeping with the Farmington Board of Education policy on non-discrimination, students have equal access to all vocational and consumer/home economics programs regardless of race, religion, handicap, color, sex, or national origin. In addition, the lack of English language shall not be a barrier to admission or participation. For General information about these programs, contact Earl D. Baumunk, Director of Vocational & Career Education, 32500 Shiawassee, Farmington (477-1300). Inquiries concerning equal opportunity on the basis of sex should be directed to Donald Howell, Title IX Coordinator, 32500 Shiawassee, Farmington (471-6329). Questions concerning equal opportunity for the handicapped should be directed to Janice Richards, Section 504 Coordinator at 32400 Alameda, Farmington Hills (471-6375). Inquiries concerning discrimination on the basis of race, color or national origin may be directed to Robert Coleman, Title VI Coordinator, 32500 Shiawassee Farmington MI (471-6325).

FARMINGTON PUBLIC SCHOOLS
VOCATIONAL/TECHNICAL EDUCATION OPPORTUNITIES

Each year the Farmington Public Schools offer Vocational/Technical programs at Farmington (FHS), Harrison (HHS), North Farmington (NFHS) High Schools and at the Southwest Oakland Vocational Education Center (SWOVEC) in Walled Lake. Within the District a shuttle bus transports students from their high school to another building. No class time is lost.

These programs are designed to prepare youth for a broad range of employment and training opportunities. They are offered under the guidance of certified instructors, counselors and cooperative education coordinators. The curriculum is technologically up to date, the equipment is representative of the "state of the art" in business and industry and the laboratories are of optimum size and appropriately designed.

If a program is offered at SWOVEC and at the home high school, students are asked to enroll in the home high school for the first year and then transfer to SWOVEC for the advanced program during the second year. Students attend SWOVEC from 8:00 a.m. to 10:30 a.m. Buses leave each high school at 7:30 a.m. and return at 11:00 a.m.

Listed below are the programs being offered this year, their location and the criteria for admission:

PROGRAM	LOCATION	PREREQUISITE
Clerk Typist	HHS	1 Semester Typing
Marketing I.	FHS-HHS-NFHS	NONE
Marketing & Store Operations	FHS-HHS-NFHS	None
Marketing II	FHS-HHS-NFHS	Marketing I
Medical Skills (Science Credit)	FHS-NFHS	NONE
Secretarial Procedures	All Schools	1 Year Typing
Auto Mechanics	All Schools	1 Semester Auto Mechanics or Auto Care
Architectural Drafting	FHS-HHS-SWOVEC	1 Semester General Drafting
Engineering Drafting	FHS - HHS - SWOVEC	1 Semester General Drafting
Electronics (Science Credit)	FHS - SWOVEC	1 Semester Electronics
Machine Tool Technology	NFHS - SWOVEC	1 Semester Metals Technology
Printing (Production Arts)	FHS - SWOVEC	1 Semester Photo Print
Visual Merchandising	SWOVEC	NONE
Auto Body Repair	SWOVEC	NONE
Cosmetology	SWOVEC	NONE
Data Processing	SWOVEC	NONE
Dental Office Assistant	SWOVEC	NONE
Diesel Mechanics	SWOVEC	NONE
Floral Design - Sales	SWOVEC	NONE
Food Services	SWOVEC	NONE
Greenhouse Management and Landscaping	SWOVEC	NONE
Medical Office Assistant	SWOVEC	NONE
Welding	SWOVEC	NONE

ALBANIAN TRANSLATION
LAJMRIM PUBLIK
Shkollat Publike të Farmingtonit-Ere "Ekonomija e Shise"

Departmenti profesional i edukates është i gezueshem për të prezentua haxhimet e cirkulimeve ekonomike të shtëpise. Programi është Krijua per tu ju ndihmuar nxemseve per pregaditjen me elektive të jetës. për kontributeve te tjerve dhe te bashksis për të gjith.
Programi mesimor i suksesshem ka qen i punuar të reflektojnë konceptin i shpenzimeve ekonomike te shtëpise së re.
Ndihma ashtë moderne kurse instroktoret dhe pedagogët janë të kualifikuar lartë.
Klosat e semistrit te parë jane te ofertuara ne Farmington të veriut dhe gjimnazin ë Harrisonit.

KLASAT	PREGADITJE	NOTAT
Formimi i fëmijut prindet	Kurrgjë	11 dhe 12
Seminar Para Shkolle	Formimi i Femijut	12
Krijimi i modeleve shkolla e Farmingtonit vetëm	Kurrgjë	9 - 12
Fëmijt e rinjë	Kurrgjë	9 - 10
Sociologjia e familjes (klasat për studimet sociale)	Kurrgjë	12
Ushqimet dhe natyra	Kurrgjë	9 - 12
Krijimi Interor	Kurrgjë	11 - 12
Financimi Personal (Klasat Matematikore)	Kurrgjë	12

Per informata speciale për programin e lartëshenuar, mundeni te thirrni zyrën në ndertesën perkatse. Gjimnozi i Farmingtonit (474-6155), Gjimnozi i Harrisonit 477-3315 dhe Gjimnozi i veriut në Farmington (626-0212).
Duke punua në Ligjin e edukimit te Farmingtonit pa kurrfar diskriminimit nxënsat i kan të drejtat njësoi në shdo aspekt si edhe atë Shpenzues. Progromi i ekonomis së shtepisë pa morr parasysh, religionin, të pa aftët, ngjyrën, gjinin Ose origjinën kombetare.
Te aditor, perfundimi i gjuhes anglishte nuk kan me qënë pengesa për administrat ose pjesmarrje
Per informat gjenerale perkët program kontaktoje Earl D. Baumunk, Drejtori Profesional dhe Edukativ i Karijerës, 32500 Shiawassee, Farmington (471-6329). Pyetje ne lidhje të barabarta me aportunitetin për të gjimtuarit janë të orijentuor të Janice Richards, Sekcioni 504, Kordinatori në 32400 Alameda, Farmington Hills, (471-6375), pa kurfarë diskriminacionit të ngjyrës, komsie për ket duhet tju drejtoheni drejtorit Robert Colemani, Titell i VI fordinatori 32500 Shiawassee, Farmington, Mi. 471-6325

SHKOLLAT PUBLIKE TË FARMINGTONIT
Aportunitetet Profesionale/Teknike dhe Edukative

Chdo vjet Shkollat Publike të Farmingtonit ofertojnë progromin ne Farmington (FHS) edukativ, profesional dhe teknik, Harrison (HHS) Farmingtoni Verior (NFHS) dhe Southwest Oakland Vocational Education Center (SWOVEC) në Walled Lake. Me distriktin Transportues te autobusave per studentat prejnjë gjimnazi deri te tjetri nuk ashte e humbur asnjë minut prej klases se rregullte. Keto programe jane te krijuar per pregadijten e të rinjeve per gjersimin e diturise së tyrë te puntorve si dhe oportunitetet ushtruese. Ato janë të ofertueme dhe te udhhequra nga instruktoret kualifikuas kshidhtaret dhe edukatoret e bashkuar. Cirkulimi teknologjik eshtë te dita e caktuar okupimi eshte prezenca si Shteti nga Arti ne tregti industri dhe laboratori ge jane mallsi optimale ne oportunitet e krijimtaris.
Nëse programi ashte ofertua ne SWOVEC dhe ne shtepijn e gjimnazit per te parën vjet dhe ateher do te kalojnë te SWOVEC per perpunimin e programit gjat vitit te dyte. Nxensit marrin pjese SWOVEC prej ora 8:00 ne mengjez deri 10:30 para dite . Gjimnazi fillon ne 7:30 ne mëngjez dhe vozhdon deri ne 11:00 para dite.
Gjerat te shenuara poshte janë progremet qe do te ofertohen ket vit lokacionet e tyre dhe kritercuemet zyrtare.

PROGRAET	LOKALI	PARAPREGADITJE
Klerku i shtyp-Shkronjës	HHS	I semestri ishtypshkrimi
Tregtija I.	FHS-HHS-NFHS	Kurrgje
Tregtija dhe Menyra e punimit ne shktore	FHS-HHS-NFHS	Kurrgje
Tregtija II	FHS-HHS-NFHS	Tegti I
Gjerat e Mjekut (oret e shkences)	FHS-NFHS	Kurrgjë
Procedura e Sekretarijatit	Terat Shkollat	I vit shtyp-shkrimi
Mjeshtri i maqineve	Terat Shkollat	I semester Mjeshter Maqinet
Vizatimet e Arqitektures	FHS-HHS-SWOVEC	I semester vizatues gjeneral
Vizatimet Inxhinierike	FHS - HHS - SWOVEC	I semester vizatim gjeneral
Elektronika (Oret e Shkences)	FHS - SWOVEC	I semester Elektronteknik
Veglat e maqinove të teknologjisë	NFHS - SWOVEC	I semester Teknologji Metalike
Ngjyrosja (Produksioni Vizatues)	FHS - SWOVEC	I semester Pregaditje Fotografike
Punia E tregtise (ne punimet e dritareve)	SWOVEC	Kurrgje
Goditja e Pjeseve te Maqines	SWOVEC	Kurrgje
JKosmotologjia	SWOVEC	Kurrgje
Dita e procesit	SWOVEC	Kurrgje
Asistent ne Zyren e Dentistit	SWOVEC	Kurrgje
Maqinat Lnattes	SWOVEC	Kurrgje
Laita ekranit-Shtija	SWOVEC	Kurrgje
Sherbimet Ushqimore Shtesa e Gjelbert, Tregtija	SWOVEC	Kurrgje
Dhendarja e tekes	SWOVEC	Kurrgje
Asistenti i zyres Mediciне	SWOVEC	Kurrgje
Bashkim	SWOVEC	Kurrgje

تصليح جسم السيارات	SWOVEC	لا يوجد
فن تجميل الشعر	SWOVEC	لا يوجد
ادخال ومعالجة المعلومات في جهاز الكامبيوتر	SWOVEC	لا يوجد
مساعد طبيب الأسنان	SWOVEC	لا يوجد
ميكانيكية محركات الديزل	SWOVEC	لا يوجد
تصميم وبيع الأزهار	SWOVEC	لا يوجد
ادارة المطاعم وتجهيز الأطعمة	SWOVEC	لا يوجد
ادارة وتنظيم البيوت	SWOVEC	لا يوجد
الزجاجية لزراعة النباتات		لا يوجد
مساعد طبي	SWOVEC	لا يوجد
صناعة تلحيم المعادن	SWOVEC	لا يوجد

اعلان عام

مدارس فارمنكتن الحكومية ، منهج الاقتصاد المنزلي الحديث

يسر قسم الثقافة المهنية أن تعلن عن ايجاد منهج الاقتصاد المنزلي الحديث .
لقد صمم هذا البرنامج لغرض اعداد الطلاب ليعيشوا حياتا صائبا وهدافا ليكونوا اداة خدمة للمجتمع .
لقد نقحت محتويات هذا البرنامج لكي يعكس حقيقة كل ما هو جديد في مواضيع الاقتصاد المنزلي الحديث.
ان جميع الامكانيات متوفرة وحديثة وأن جميع المرشدين والمدرسين المسؤولين عن هذا المنهج يتمتعون بكفاءات عالية . وسيتم تقديم وتدريس المواضيع التالية في كل من اعدادية فارمنكتن الشمالي North Farmington اعدادية فارمنكتن Farmington High واعدادية هاريسن Harrison High

الموضوع	المستلزمات وشروط القبول	الصف
الأمومة ورعاية الأطفال	لا يوجد	١١ ، ١٢
دور المدارس التمهيدية في ثقافة الأطفال	الانتهاء من دراسة الامومة ورعاية الأطفال	١٢
تصميم الأزياء	لا يوجد	٩ ــ ١٢
الارشاد الاجتماعي للمراهقين	لا يوجد	١٢
علم الاجتماع (العائلي) (من حصة الاجتماعيات)	لا يوجد	٩ ــ ١٢
الطعام وصحة التغذية	لا يوجد	٩ ــ ١٢
الديكور الداخلي	لا يوجد	٩ ــ ١٢
تنظيم الأمور المالية الشخصية	لا يوجد	١٢

للحصول على معلومات خاصة بخصوص هذه المناهج يمكنكم الاتصال بدوائر المرشدين في المدارس المسؤولة عن تدريس هذه المواضيع كأعدادية فارمنكتن (٦١٥٠ ــ ٦٢٦) والتزاما بمبادئ المساوات التي تطبقها وتمارسها دائرة التعليم العالي لمدارس فارمنكتن الحكومية ، فلدى جميع الطلاب كل الحق أن يستفيدوا من كافة المواضيع المهنية بغض النظر عن اختلافات الطلاب من حيث التميز العنصري ، الديانة ، لون البشرة ، الجنس ، وفيما اذا كان أى طالب معوق لسبب من الأسباب . واضافة لا يمكن التميز بين طالب وآخر في مبدأ القبول او الانتماء الى البرنامج بسبب نقص المامهم باللغة الانكليزية ـــ قراءة أو كتابة .

للمعلومات العامة أو المفصلة حول هذه المواضيع يمكنكم الاتصال بأبرل بومانك ــ المدير العام للمناهج الثقافية المهنية . العنوان 32500 Shiawassee تلفون (١٣٠٠ ــ ٤٧٧) .
وبخصوص قانون المساوات بسبب الجنس يمكنكم الاتصال بدونالد هاول على العنوان 32500 Shiawassee في فارمنكتن (٦٣٢٩ ــ ٤٧١) . وفيما يتعلق بحقوق المعوقين يمكنكم الاتصال بـ جانيس ريتشاردز على العنوان 32400 Alameda تلفون ٦٣٧٥ ــ ٤٧١ .
وفي القضايا التي تهم شؤون العنصرية بسبب لون البشرة وقومية الفرد ، يمكنكم الاتصال بالسيد روبرت

مجالات التعليم المهني والفني

في كل عام تقدم مدارس فارمنكتن العامة مناهج مهنية وفنية في كل من اعدادية فارمنكتن Farmington High واعدادية هاريسين Harrison High واعدادية فارمنكتن الشمالي North farmington وفي مركز أوكلاند للثقافة المهنية (المنطقة الجنوبية الغربية) في مدينة والد ليك المعروفة بأسم SWOVEC. سيتوفر في منطقة الطلاب الدراسية الوسائط النقلية الخاص (باص) لنقل الطلاب الى مدارسهم الفنية والمهنية دون أن يضيعوا أي وقت في دراساتهم اليومية ·

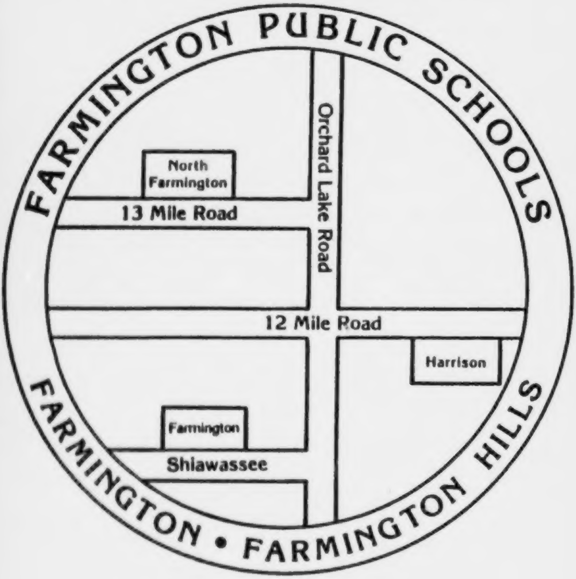
لقد صمم هذا البرنامج ليعد الشباب للاستفادة من الفرص والوظائف المتوفرة · سيكون الطلاب تحت اشراف مرشدين ومدرسين كفوئين · وان المنهج سيمكنهم أن يتدربوا على أحدث الوسائل التكنولوجية المستعملة في المصانع والدوائر العصرية · وانه سيكون في ايدي الطلبة المختبرات الحديثة التي توفر لهم جميع الامكانيات المطلوبة ليتدربوا بالشكل العلمي الحديث · في حالة تقديم موضوع معين في مركز SWOVEC أو في مدرسة الطالب ، يتطلب على جميع الطلاب أن يلتحقوا في مدارس منطقتهم في السنة الأولى حينئذ ينقلوا الى مركز SWOVEC في السنة الثانية بعد اشتراكهم في المنهج · يبدأ دوام الطلاب في مركز SWOVEC في الساعة الثامنة صباحا ويستمر حتى الساعة العاشرة والنصف صباحا · موعد مغادرة الباصات في منطقة الطلاب الدراسية سيكون في تمام الساعة السابعة والنصف صباحا · موعد الرجوع الساعة الحادية عشرة صباحا ·

من اجل معرفة المواضيع ومواقع التدريس يرجى الانتباه الى القائمة الآتية

الموضوع	موقع التدريس	المستلزمات وشروط القبول
موظف / موظفة طابعة	اعدادية هاريسين	موضوع الطابعة لفصل واحد
الاختصاصات التجارية (الجزء الاول)	اعدادية فارمنكتن ، هاريسين وفارمنكتن الشمالي	لا يوجد
الاختصاصات التجارية وادارة المخازن	اعدادية هاريسين ، فارمنكتن وفارمنكتن الشمالي	لا يوجد
الاختصاصات التجارية (الجزء الثاني)	اعدادية هاريسين ، فارمنكتن وفارمنكتن الشمالي	الاختصاصات التجارية (الجزء الاول)
المهارات الطبية (حصة العلم)	اعدادية فارمنكتن وفارمنكتن الشمالي	لا يوجد
الاختصاصات السكرتيرية على اختلاف مستوياتها	تقدم في جميع المدارس	سنة واحدة في الطباعة
ميكانيكية السيارات	تقدم في جميع المدارس	فصل واحد في ميكانيك السيارات وموضوع عناية السيارات
الرسم الهندسي (المعماري)	اعدادية فارمنكتن ، هاريسين و SWOVEC	فصل واحد في الرسم الهندسي العام
الرسم الهندسي (الصناعي)	اعدادية فارمنكتن ، هاريسين SWOVEC	فصل واحد في الرسم الهندسي العام
الالكترونيات (حصة العلم)	اعدادية فارمنكتن SWOVEC	فصل واحد في موضوع الالكترونيات
تكنولوجية الالات والمكائن الحديثة	اعدادية فارمنكتن الشمالي SWOVEC	فصل واحد في تكنولوجية المعادن
الطبع والتحميض الفوتوغرافي (الفنون الانتاجية)	اعدادية فارمنكتن SWOVEC	فصل واحد في الطبع الفوتوغرافي
ديكور المخازن وعرض البضائع	اعدادية فارمنكتن SWOVEC	لا يوجد

(التتمة على الصفحة ٢)

Farmington Public Schools
Technical Education


FARMINGTON PUBLIC SCHOOLS
North Farmington
13 Mile Road
Orchard Lake Road
12 Mile Road
Harrison
Farmington
Shiawassee
FARMINGTON • FARMINGTON HILLS

COOPERATIVE EDUCATION

TECHNICAL COURSES

APPRENTICESHIPS

CAREER PLANNING

JOB PLACEMENT

"Education with a Purpose"

What is Cooperative Education ?

- Cooperative Education (CO-OP) is an integral part of the Farmington Public Schools Technical Education Program.
- Co-op is a cooperative arrangement between the school and the business community whereby students have an opportunity to apply the skills learned in the classroom laboratory to a real job situation.
- Co-op includes a written training agreement among the school, employer, student and parent and requires classroom instruction related to the student's tentative career goal.
- Co-op helps the student make the transition from school to work by developing positive self-concepts, self-discipline, a sense of responsibility, and human relations skills.
- Co-op experience may help the student decide whether to explore another occupational area and determine if further education is necessary or desirable

For Further Information on Specific Occupations:

Health	626-2577
Marketing	626-2577
Office	477-3318
Trade & Industrial	474-6270

Technical Courses Available to High School Students*

Architectural Drafting
Auto Body Repair
Automated Office
Auto Mechanics
Cosmetology
Data Processing
Dental Office Assistant
Diesel Mechanics
Electronics
Engineering Drafting
Floral Design - Sales
Food Service
Greenhouse Management/Landscaping
Machine Tool Technology
Marketing - School Store Operations
Medical Office Assistant
Medical Skills
Office Management
Printing (Production Arts)
Secretarial Procedures
Visual Merchandising
Welding

*Check with guidance office for information on the location and current availability.

FARMINGTON PUBLIC SCHOOLS

LIFE MANAGEMENT CLASSES

Child Development/Parenting

Preschool Seminar
(Prerequisite: Child Development)

Fashion Design (FHS only)

Teen Issues

Family Sociology (Social Studies Credit)

Food and Nutrition

Interior Design

Personal Finance (Math Credit)

On Your Own (FHS only)

Apprenticeships

- Available to 12th grade students enrolled in co-op
- Students receive 500 hours credit toward apprenticeship and four hours college credit after enrollment in college
- Apprenticeships available in more than 700 career areas

For Information Contact Apprenticeship Coordinator 474-6270

FARMINGTON PUBLIC SCHOOLS JOB PLACEMENT SERVICE

- A free service located at Farmington High School - hours of operation, Monday through Friday, 7:30 a.m. to 3:00 p.m.
- Job placement assistance provided to youths, ages 14 to 23, desiring non-credit part or full time work
- Provides a central source for summer job opportunities
- Employability skills training available upon request
- Employers may list job openings at each high school and/or in the county- wide computerized job bank
- Job -ready applicants will present a referral card on date of interview

Farmington Public Schools
Job Placement Service
32000 Shiawassee
Farmington, Michigan 48024
Telephone - 476-1168

"It is the policy of the Farmington Public School District that no person shall, on the basis of race, creed, color, national origin, sex, marital status, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity and in employment."

CAREER INFORMATION

Career centers at each high school offer students "hands-on" experience on the Michigan Occupational Information System consisting of:

- a self-directed career search
- occupational descriptions on 1800 occupational specialties
- school information on 33 community colleges, 74 colleges and universities, and 272 private vocational schools in Michigan
- apprenticeship, military training, adult education, school subjects, and secondary vocational education information files

Computers and micro-fiche readers are in each career center for student use

Career centers are staffed by paraprofessionals under the direction of the counseling department, hours of operation vary according to the individual school

STUDENT ORGANIZATION

Students have the opportunity to join the following career related organizations:

HOSA: Health Occupations Students of America

VICA: Vocational Industrial Clubs of America

DECA: Distributive Education Clubs of America

SHKOLLAT PUBLIKE
NE FARMINGTON
SERVISET PER
TE GJETUR PUNE

- Gjimnazi i Farmingtonit i ka serviset pa pagese orët e operacionit, Te honën deri te premtën prej 7:30 të mëngjesë deri 3:00 mbas mjesditës.
- Qëndra e informatës për gjysme kohe pune edhe plotesisht kohe punë prej vitore 14-23.
- Profesionalët teknik që përfundojnë kanë ushtrime në nje ose më shumë 20 vende të rradhitura.
- Kur është e mundur mëshumë se një lutje do te jenë të paraqitura.
- Puna-e gatshme të kandidatit do të prezentojnë letrën rreqjistruese në diten e intervistes.
- Puntorët mundën me e rendit punën e tyre qeltas në konty-wide te kompjurizueme punë banke.

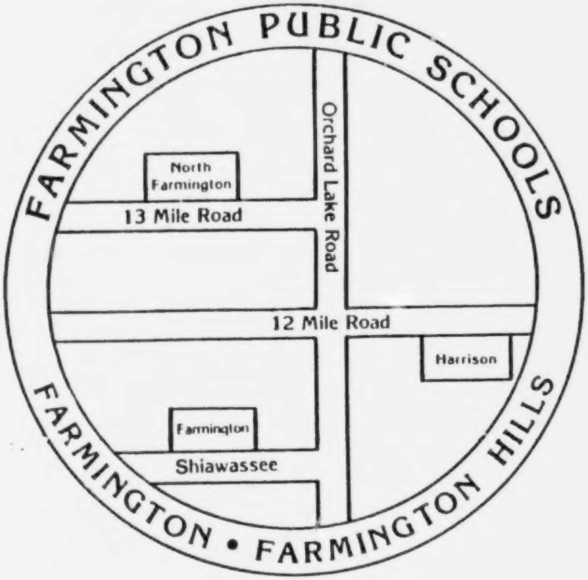
RREGULLAT E RREGULLORES

"Kjo eshte rregullorja e Distrikeit te shkollove publike ne Farmington, asnje person nuk kishte me udashte te dalloj, race, ngjyre, origjina e nacionalitetit, gjina, te gjymtuarit, eshte pa perjashtim nga pjes marrija, me pa fitesen, ose subjektin e diskriminimit ne thdo program ose aktivitetet ne punesimin."

Shkollat Publike të Farmingtonit
Serviset për te gjetur pune
32000 Shiawassee
Farmington, Michigan 48024
Telefoni - 476-1168

Printed by the students at Farmington High School.

Shkollat Publike Të Farmingtonit
Department Për Edukatën Profesionale
ALBANIAN TRANSLATION


FARMINGTON PUBLIC SCHOOLS
North Farmington
13 Mile Road
Orchard Lake Road
12 Mile Road
Harrison
Farmington
Shiawassee
FARMINGTON • FARMINGTON HILLS

EDUKATA E BASHKUAME

KLASAT TEKNIKE

MESIMET NË LETËR
VENDI I PUNË'S

"Edukata me që Llim"

EDUKATA E BASHKUEME

- Edukata e Bashkueme (CO Op) Programi ashtë në intergral me pjesën e shkollove të Farmingtonit, Programin edukativ profesional.
- I preGadit nxënsat për punën e jetës duke ja treGua nxënsave pervojen dhe inkuadrimin ne akupimit specifike.
- Co-Op eshte kompletisht ose regjistrimi i vazhdeushëm në klasat teknike profesionale. Punë e gjusmës së kohës së punës (Mininimum 15 ore/per jave)dhe kompletimi i kerkës për gjimnaze.
- Co-Op kordinatori do të pregadisë ushtrimet dhe primitin e punës. Studentat do te jenë nër kombinimin e superacionit nga co-op kordinatori dhe puntori. Studenta marrin para në të dy lemit klasat të gjimnazit edhe në punë. Puntori do të avulojnë studentat periodikisht për tjera informata thirr në vendet specifike;

Health Occupations	**474-6270**
Marketing	**626-2577**
Office Occupations	**477-3318**
Trade & Industrial	**474-6270**

Ctusat Teknike-Profesionale Të Mundshme Në Gjimnazin

Arqitektura-Vizatimi

- Punimet në pjesë të maqinës punimet në elektroteknik
- Kosmetologjia
- Data e Procesit
- Asistent zyrtare i dentistit
- Maqinat me naftë vizatimet inxhinjerike
- Krijmi i lulës,-shitja
- Servisi i ushqimit
- Shpija egjelbërte, menaxheri dhe skica e tokës tregtija veglat e maqinërise dhe teknologjisë operacionet e shitorevë dhe tregtisë
- Asistenti zyrtar i mjekut Lista medicionale Vizatimi (produkcioni i artit) Procedura e sekretariatit
- Pamja e tregtise (në punimet e dritareve) Profesionalistët e mjeshtrues të kerrës
- Ngjitja
- Tëoffertueme ne SWOVEC vetem

Mësimet Në Letër

- E mundshme të nxënsit e gjimnazit
- Nxansit kanë 500 clasa kredit punimet në letër dhe leter dhe 4 kre dit klasa mnase regjistrimit në fakultete.
- Të rekomendueme is ore pune eksperience per jave plus instruk cionet e domozdoshme
- Mesime në leter e mendshme në 700 drejtime të ndryshme-nga arqitektura tura-vizatimi deri X-punimi. Për informacione kontakto: Punimet më letër; Kordinatori 474-6270

Rekomendimi Informativ Per Klasate

EMRI: ______________ NOTA: ______________

Rrethoja vendin qe ije i interesuam dhe ktheje mbrapa te Edukata e Bashkuame ose zyren e Kishilltarit

OKUPIMI I SHËNDETSIS
Fletat Medicinale
● Asistneti i zyres se Dentisti
● Asistenti i zyres se medicine

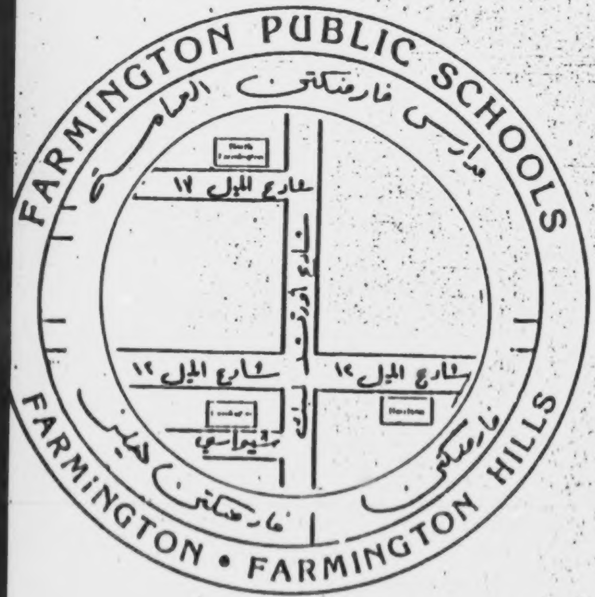
ZYRËTE
● Klerku i shtypshkronjes
Data e procesit
• Procedura e sekretariatit

TREGTIJA DHE EDUKATA DISTRIBUTIVE
Tregtija
Tregtija dhe operacionet e shitores
Krijimi i lules shitja
● Pamja e tregtise
● Kosmetologjica

NDRRIMI E INDUSTRIA
• Arqitektura-vizatimi
● Mjeshtri i pjeseve te maqines
• Kariera e elektronikes
• Vizatimi i kompjuterizuam
● Mjeshtrat e maqinave te naftes
• Vizatimi inxhinjerike
● Servisi i ushtrimit
● Tregtija vizatimi i tokes per shtepin e gjelbert
• Veglat e maqinave teknologjike (NFHS)
Teknologjike e metaleve
• Vizatimi (produkcioni i artit)
• Mjeshtri profesional i maqinave
● Me ngjit (pike)

• Instrukcioni i kompjutereve
● Southwest Oakland Qendra e Edukates Profesionale

مدارس فارمنكتن العامة



التدريب المهني التطبيقي
دروس مهنية
الممارسة والتمرين المهني
التوظيف المهني
(تدريب مهني فعال)

مدارس فارمنكتن العامة
خدمات التعيين والتوظيف

× ان الخدمات التي تساعد الطالب في البحث عن وظيفة تناسب اختصاصه وتدريبه تقدم مجانا في مدرسة فارمنكتن الاعدادي . ايام الدوام من الساعة ٧ر٣٠ صباحا حتى الساعة ٣ر٠٠ ظهرا

× ان هذه الخدمات تعتبر المصدر الاساسي للحصول على وظيفة بالنسبة للشباب الذين يتراوح اعمارهم بين ١٤ ـ ٢٣ سنة .

× يستطيع المتخرجين والمهنيين ان يحصلوا على تدريبات اضافية في موضوع واحد او اكثر من مجموع الحقول الـ ٢٠ المدونة ادناه .

× يعطى للمتخرجين بطاقة تعريف (للتوظيف) يقدمها الطالب الى صاحب العمل في اليوم الذي يلتقيان لاول مرة .

× يستطيع اصحاب الاعمال والشركات ان يسلموا قائمة الوظائف الشاغرة لديهم من اجل الاحتفاظ بهم في كمبيوتر خاص لدى الحكومة المحلية وابلاغ المدارس عنهم .

مبادئ المدرسة

ان من مبادئ مدارس فارمنكتن العامة ان لا تمنع اي شخص الاستفادة من كافة الحقوق المرتبطة ببرنامج التعليم المهني من حيث الاشتراك والتوظيف بسبب التمييز العنصري او بسبب الديانة ، لون البشرة ، الجنس او فيما اذا كان الطالب معوق لاي سبب من الاسباب .

مدارس فارمنكتن العامة
خدمات التعيين والتوظيف

العنوان
32000 SHIAWASSEE
FARMINGTON, MICHIGAN 48024

تلفون
١١٦٨ ـ ٤٧٦
476-1168

الحرف والصناعات

- × الرسم الهندسي (المعماري)
- × الوظائف في حقل الالكترونيات
- × الرسم الهندسي على جهاز الكامبيوتر
- × ميكانيكية محركات الديزل
- × الرسم الهندسي العام (الصناعي)
- × ادارة المطاعم وتجهيز الاطعمة
- × ادارة وتنظيم البيوت الزجاجية لزراعة النباتات
- × تكنولوجية المكائن الحديثة في فارمنكتن الشمالي (NORTH FARMINGTON)
- × تكنولوجية المعادن
- × الطباعة (الفنون الانتاجية)
- × ميكانيكية السيارة
- × صناعة تلحيم المعادن

الاختصاصات الطبية والصحية

- × المهارات الطبية
- × مساعد طبيب الاسنان
- × معاون مدير الدوائر الطبية

× شؤون الدائرة والمكاتب

- × موظف / موظفة الطابعة
- × ادخال ومعالجة المعلومات في جهاز الكامبيوتر
- × الاختصاصات السيكرتيرية على اختلاف انواعها
- × الاختصاصات التجارية وتوزيع المنتجات الغذائية
- × الاختصاصات التجارية وادارة المخازن
- × تصميم وبيع الازهار
- × ديكور المخازن وعرض البضائع
- × فن تجميل البشرة
- × ادخال ومعالجة المعلومات في جهاز الكامبيوتر
- × مركز الثقافة المهنية في جنوب غرب اوكلاند

× ان التدريب المهني التطبيقي المعروف باسم (CO-OP)، يعتبر جزءا مهم من البرامج المهنية التي تقدم في مدارس فارمنكتن العامة •

× ان البرنامج يعد الطالب بطريقة فنية صحيحة لكي يستطيع ان يعمل في عمل متخصص وذلك من من خلال التدريبات والخبرات اللازمة •

× ان طالب الـ(CO-OP) الملتحق في صفوف التدريبات المهنية يستطيع ان يعمل لمدة لا تقل عن ١٥ ساعة في الاسبوع اثناء تكملته متطلبات دراسته الاعدادية •

ان المسؤول الاداري في برنامج الـ (CO-OP) سيعد ويخطط للطالب برنامج تدريبي خاص اضافة الى مساعدة الطالب للحصول على اجازة العمل الـ (PERMIT).

سيكون الطالب تحت اشراف المسؤول الاداري في برنامج الـ (CO-OP) وصاحب العمل الذي يشتغل فيه الطالب • سيستلم الطالب راتب وحصص دراسية (الـ CREDIT) مناسبة خلال فترة التوظيف • وسيقوم صاحب العمل في تقدير مدى تقدم الطالب في مكان التوظيف من حيث المثابرة والنشاط وتحمل المسؤولية • • • والخ •

للمزيد من المعلومات حول اي موضوع معين يمكنكم الاتصال بالارقام التلفونية الاتية

الاختصاصات الطبية والصحية

٦٢٧٠ — ٤٧٤ | 474-6270

الاختصاصات التجارية

٢٥٧٧ — ٦٢٦ | 626-2577

وظائف ومسؤوليات المكاتب والدوائر

٣٣١٨ — ٤٧٧ | 477-3318

الاختصاصات الصناعية

[illegible]٧٠ — ٤٧٤ | 474-6270

المتوفرة لدى طلاب

الدراسة الاعدادية

- × الرسم الهندسي (المعماري) •
- × تصليح اجسام السيارات .
- × الاختصاصات في حقل الالكترونيات
- × موظف / موظفة الطابعة
- × فن تجميل البشرة

- × ادخال ومعالجة المعلومات في جهاز الكامبيوتر
- × مساعد طبيب الاسنان
- × ميكانيكية محركات الديزل
- × الرسم الهندسي العام (الصناعي)
- × تصميم وبيع الازهار

- × ادارة المطاعم وتجهيز الاطعمة
- × ادارة وتنظيم البيوت الزجاجية لزراعة النباتات •
- × التجميل الخارجي للبيوت ودور الاعمال
- × تكنولوجية المكائن الصناعية •
- × الاختصاصات التجارية •
- × الاختصاصات التجارية وادارة شؤون المخازن •

- × المساعد الاداري للدوائر الطبية
- × المهارات الطبية
- × الطبع والتحميض الفوتوغرافي (الفنون الانتاجية)
- × الاختصاصات السكرتيرية على اختلاف مستوياتها

- × يجب على الطالب ان يشتغل لمدة لا تقل عن ١٥ ساعة في الاسبوع ليحصل على الخبرة اللازمة في تخصصه الفني اضافة الى التوجيهات والارشادات الفنية المناسبة •
- × تقدم التدريبات المختلفة في اكثر من ٢٠٠ حقل دراسي ابتداء من موضوع الرسم الهندسي المعماري الى موضوع التعلم على استعمال اشعة X-RAY.

للمزيد من المعلومات

يرجى الاتصال بالمشرف المهني على الرقم ٦٢٧٠ — ٤٧٤ (474-6270)

- × دبكور المخازن وعرض البضائع
- × ميكانيكية السيارة
- × صناعة تلحيم المعادن ...
- × تقدم هذه البرامج في مقر SWOVEC فقط

تدريبات الحرف المهنية المختلفة

- × متوفرة لدى طلاب الدراسة الاعدادية
- × يتقاضى الطالب ٥٠٠ حصة دراسية في تدريبه الفني • ويحصل الطالب على اربعة حصص جامعية بعد ان يلتحق بالجامعة •

قسيمة طلب المعلومات

اسم الطالب ____________ الصف ____________

اذا كنت بحاجة الى معلومات اضافية في احدى المواضيع الاتية فنرجو الاشارة الى ذلك وارجاعها الى دائرة التدريب المهني التطبيقي او الى دائرة المرشدين في مدرسة الطالب •

FARMINGTON PUBLIC SCHOOLS
1987-88 GUIDANCE/PLACEMENT PROJECT

1. Placement

Farmington Public Schools will participate in the Oakland County Schools' job placement network. We are currently linked with the computerized job file and will continue to offer job placement services for all three Farmington High Schools.

Activities will include new projects and continuation of the following:

- Videotape student interviews for purposes of self critiquing.
- Add to the bank of career speaker videos emphasizing non-traditional careers.
- Continue the showing on Channel 10 of videos pertaining to placement, careers, and the workplace of the future.
- Conduct employability skills workshops in Government classes.

2. Guidance

A committee of counselors, one from each of the three high schools, will plan and lead activities with the help of the Career Center paraprofessionals and the Career Development Coordinator.

- Continue to plan and participate in meetings of OCC and LEA counselors, technical instructors, and students to learn about programs, services, and to view facilities and technical programs; and for OCC instructors to visit LEA classrooms.
- Publicize an OCC Parents Night for high school students and their parents.
- Schedule OCC counseling and registration sessions at the high schools.
- Pilot the use of computerized career information with terminals on two counselors' desks.
- Schedule job shadowing experiences for students.
- Explore the possibility of bringing industry personnel into LEA classrooms to teach units.
- Continue to provide interest and aptitude testing for 10th graders for career decision making.
- Investigate a career decision making unit for 11th graders and pilot it with one class of about 30 students.
- Continue to conduct a series of career assemblies (career speakers, workplace of the future, relating classroom skills to jobs at all levels).
- Conduct a pre and post survey of students on career counseling needs with form developed in 1986-87.
- Explore and continue to participate in Educators in Industry training, and videotape some of these sessions.
- Provide MOIS information for special needs students on an individual basis.
- Develop a Pathways to the Future form to be used from Grade 9-12.

3. Budget

Computer Rental	$3,000.00
Printing	100.00
Supplies (Videotapes, VIP software, ce materials (miscellaneous)	697.00
Mileage and workshops	500.00
	$4,297.00

APPRECIATION TO

A.A.U.W.
Farmington Branch Membership

FARMINGTON PUBLIC SCHOOLS
Board of Education
Graham Lewis, Superintendent
Counseling Staffs of Middle & High Schools
Math & Science Staffs, Secondary Schools
Gifted Services Coordinators
F.A.C.E.T Parent Group

CLARENCEVILLE PUBLIC SCHOOLS

HARRISON HIGH SCHOOL HONOR SOCIETY

Mary Cardeccia
Rachel Lichtman
Dawn Simmons
Tanya Mackrain
Julie Cunningham
Michelle Greit
Sarah Burke

HARRISON HIGH SCHOOL STAFF &
CLAYTON GRAHAM, PRINCIPAL

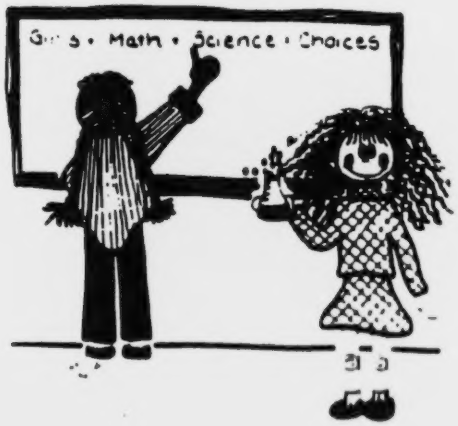
for the use of

Harrison High School

CHOICES

A Seminar for Young Women on Math, Science, & Computer Related Careers

Harrison High School
Saturday, March 21, 1987
9:00A.M.-11:30A.M



Sponsored by

Farmington Public Schools

Gifted Services & Career Developmment Departments

Clarenceville Public Schools

American Association of University Women-Farmington

CHOICES

A SEMINAR FOR YOUNG WOMEN ON
MATH, SCIENCE, AND COMPUTER RELATED CAREERS

PROGRAM

9:00-9:20	Registration and Continental Breakfast
9:20-9:30	Introductions - Ellen Harper, President AAUW

Acknowledgements
Co-Chairpersons - Emma Makinen AAUW
Charlotte Parrot, Career Development
Joette Kunse, Gifted Services
Jerry Kaplan, Gifted Services
Robert Prior, Gifted Services
Ray Voss, Gifted Services
Salome Gebre Egziabhel, University of Michigan-Office of Sex Equity
Michael Dombrowski, Clarenceville Public Schools
Earl Baumunk, Director of Vocational & Career Development
Mary Lou Ankele, Asst. Superintendent for Special Services

9:30-10:05	Seminar #1
10:10-10:45	Seminar #2
10:50-11:25	Seminar #3
11:25-11:30	Evaluation

9:30-11:00	Parents Seminar with Mrs. Egziabhei in Library Clsrm. #367

THANK YOU FOR COMING & PLEASE COMPLETE THE EVALUATION SURVEY!

SEMINAR LEADERS

A Accountant - **Sue Clark**, Certified Public Accountant

B Botanist, Newspaper Journalist - **Betty Frankel**, Botany & Garden Writer

D Chemist - **Sue Costa**, Research Chemist

E Clinical Nurse Specialist for High Risk Pregnancies - **Joanna Copes**, Nurse Specialist

F Dentist - **Dr. Karen Bartos**, Dentist

G Doctor, Internal Medicine & Pediatrics (Senior Medical Student) - **Shirley Wissman**, Internal Medicine & Pediatrics

I Clinical & Biomedical Engineering/Marketing Manager - **Elizabeth Riggs Brown**, Chemical & Biomedical Engineer

K Mechanical Engineer/Aerospace Engineering - **U. of M. Students**

L Mathematician - **Barbara Riehl**, Mathematician

M Microcomputer & Office Automation Manager - **Peggy Wilcox**, Manager of Microcomputers & Office Automation

O Electrical & Computer Sciences Engineering/BioEngineering - **U. of M. Students**

P Veterinarian - **Dr. Amy Kremer**

N Statistician/Professor - Mary Coffey

Girls • Math • Science • Choices

Final Draft

FARMINGTON PUBLIC SCHOOLS

GUIDANCE & COUNSELING PROGRAM
DEVELOPED 1976-77

Revised 1980-81

Revised 1987-88

CONTENTS

I. Introduction

II. Student Goals

III. Counselor Goals

IV. Evaluation Procedure

V. References

INTRODUCTION

For many years counselors have expressed a growing concern regarding the accomplishments and acceptance of their programs. We have indicated the necessity for school counselors to assess student needs, to identify student and counselor goals and objectives, and provide a means of self-accountability. Counselors offer this document in order to communicate guidance and counseling objectives and the significant impact of programs provided.

This document is a means of identifying those student and counselor goals and objectives recognized by the counselors of the Farmington Public Schools as essential components of an all encompassing Guidance and Counseling Program. It is recognized by this task force that the curriculum designed here is an optimal program and that time and personnel limitations force the adoption of priorities thus ensuring the completion of designated student and counselor objectives and outcomes. Due to the diversity of the community, administration preference and counselor focus, priorities established might vary from one school building to another.

It must be noted that based upon the 1976-77 program, the present counselor ratio will not allow this total curriculum to be accomplished. Therefore priorities will have to be established until that ratio can be significantly adjusted toward a 250:1 ratio.

In order to clarify the format of this document, certain terminology requires definition within the context of this curriculum.

1. Goal - A broad statement which encompasses those areas of student development and counselor focus.
2. Objective - Statement of specific outcome related to what the counselor or student will accomplish.
3. Delivery - The activities and methods by which the objective is accomplished.
4. Evaluation - A process by which the counselor is accountable to himself/herself and concerned others that the objective has been delivered.

It is important to note that the optimal program as stated identifies important student developmental needs as well as counselor focus and activities, some of which are performed at a designated time, while others are on-going in nature. Due to variance in student needs and counselor activities, no time lines have been dictated in this document but will be determined at the building level.

STUDENT GOALS

GOAL 1
TO DEVELOP SELF UNDERSTANDING

OBJECTIVE	DELIVERY
1. Students will understand their abilities and achievement levels.	1. Middle School counselors will administer and interpret the Michigan Assessment Test, the Differential Aptitude Test, and Algebra Prognosis Test. 2. Senior high counselors will coordinate and interpret available tests such as the Scholastic Aptitude Test and American Colllege Test and administer and interpret such tests as the Preliminary Scholastic Aptitude Test, and Michigan Assessment Test. 3. Counselors will meet with students to review academic progress as revealed through teacher progress reports, student report cards, and past records. 4. Counselors will meet with students in individual or group sessions.
2. Students will understand their career interests and abilities as related to world of work.	1. Senior high counselors will coordinate in accordance with Career Guidance Plan and interpret an interest inventory to tenth grade students. 2. Middle school counselors will administer and interpret the Career Planning Questionnaire to eighth grade students as part of the D.A.T. interpretation. 3. Counselors will meet with students in individual or group sessions and emphasize abilities and interests in career planning.
3. Students will explore their educational and career goals.	1. Counselors will review students academic progress as reported in teacher evaluations. 2. Counselors will follow the Farmington Public Schools Career Guidance Plan. 3. Counselors will meet with students in individual or group sessions and emphasize abilities and interests in career planning.

GOAL 1

4. Students will understand their social, emotional, and physical development. (This is especially important at the middle school level and emphasized more than the "world of work" sections of the goal.)	1. Counselors will meet with students in individual or group sessions.

GOAL 2
TO DEVELOP DECISION MAKING SKILLS

OBJECTIVE	DELIVERY
1. Students will learn decision making skills.	1. Counselors will work with tenth grade English teachers to provide an opportunity to learn a decision making process. 2. Counselors will act as consultants or resource persons to teachers in assisting students to learn decision making skills. 3. Counselors will meet with students in individual or group sessions.
2. Students will explore their priorities.	1. Counselors will act as consultants or resource persons to teachers in assisting students in using decision making skills. 2. Counselors will meet with students in individual or group sessions.
3. Students will identify evaluate, select, and act on alternative choices.	1. Counselors will act as consultants or resource persons to teachers in assisting students to learn decision making skills. 2. Counselors will meet with students in individual or group sessions.
4. Students will apply decision making skills in order to explore curriculum offered and develop a suitable curriculum plan with viable alternatives.	1. Counselors will meet with students in individual or group sessions.

GOAL 2

5. Students will apply decision making skills in reviewing and evaluating academic progress.	1. Counselors will meet with students in individual or group sessions.
6. Students will apply decision making skills in developing post-high school alternatives.	1. Counselors will meet with students in individual or group sessions.
7. Students will apply decision making skills concerning peer and teacher relationships and review alternatives in handling related situations.	1. Counselors will meet with students in individual or group sessions.
8. Students will apply decision making skills relating to home and community life experiences.	1. Counselors will meet with students in individual or group sessions.

GOAL 3
TO EXPLORE THE WORLD OF WORK

OBJECTIVE	DELIVERY
1. Students will understand their abilities and achievement levels as they relate to their tentative career choices.	1. Middle school counselors will administer and interpret the Differential Aptitude Test. 2. Senior high counselors will administer and interpret the Preliminary Scholastic Aptitude Test, Scholastic Aptitiude Test, American College Test and other available test data. 3. Counselors will administer and interpret the Michigan Assessment Test to seventh and tenth graders as part of the Michigan Evaluation and Assessment Program. 4. Counselors will coordinate student-staff conferences, as needed, to review student achievement.

GOAL 3

	5. Counselors will meet with students to review academic progress as revealed through teacher progress reports and student report cards. 6. Counselors will meet with students in individual or group sessions.
2. Students will understand their interests as they relate to their tentative career choices.	1. Senior high counselors will administer and interpret occupational interest inventories, Ohio Vocational Interest survey and Strong-Campbell Interest Survey, Hollands self-directed search and Ideas. 2. Counselors will conduct or coordinate group guidance programs in grades eight and ten such as Michigan Occupational Information Service which enables students to understand their interests as they relate to tentative career choices. 3. Middle school counselors will administer and interpret the Career Planning Questionnaire to eighth grade students. 4. Counselors will meet with students in individual or group sessions.
3. Students will explore their priorities as they relate to their tentative career choices.	1. Counselors will conduct or coordinate job group career guidance programs such as Michigan Occupational Information Service which enables students to clarify their job values, Hollands self-directed search and Ideas. 2. Counselors will meet with students in individual or group sessions.
4. Students will become aware of career information available in the Career Center.	1. Counselors will conduct an orientation program to introduce students to the career center. 2. Counselors will meet with students in individual or group sessions.

GOAL 3

5. Students will have an opportunity to explore career choices in accordance with the Career Guidance Plan.	1. Through individual or group conferences students will receive information about and be referred to such programs as: cooperative education, work experiences, Southwest Oakland Vocational Education Center, job placement coordinator and community service agencies. 2. Counselors will conduct a group career guidance program through the career centers or Michigan Occupational Information Service. 3. Counselors will help coordinate and schedule career day programs, career speakers, field trips, career films. 4. Counselors will act as consultants to teachers to disseminate career information relating to the class subjects through the career centers. 5. Counselors will provide students with current career information through the career centers. 6. Counselors will meet with students in individual or group sessions.
6. Students will know the educational requirements for entry level into selected career fields.	1. In accordance with Career Guidance Plan counselors will conduct group career guidance programs such as Michigan Occupational Information service, allowing students to explore educational requirements for several occupations. 2. Senior high counselors will arrange individual or group conferences with representative from post-high school institutions. 3. Counselors will coordinate the maintenance of accurate files, catalogues, and miscellaneous materials relating to careers, and their various training and educational requirements through the career center. 4. Senior high counselors will organize an evening "College Night" program in the fall of each school year. 5. Senior high counselors will maintain and publicize accurate information concerning scholarship and financial aid programs. 6. Senior high counselors will organize an evening "Financial Aids Workshop" in the fall of each school year.

GOAL 3

7. Senior high counselors will review post-high school plans with seniors and assist seniors in completing necessary applications.
8. Senior high counselors will process post-high school applications.
9. Counselors will meet with students in individual or group conferences.

GOAL 4

TO DEVELOP POSITIVE INTERPERSONAL RELATIONSHIPS

OBJECTIVE	DELIVERY
1. Students will be exposed to skills such as: listening, communicating and coping in order to establish satisfying relationships with friends, parents, teachers, siblings, administrators, peers, prospective employers.	1. Counselors will be available as consultants to teachers of the Family Life Program where these skills are taught. 2. Counselors will work with students individually or in groups who have been referred by others or self. 3. Counselors will act as consultants to to faculty who request help in improving interpersonal relationships. 4. Counselors will conduct student-faculty and student-parent conferences as needed. 5. Counselors will make referrals to other specialists as necessary.

Note: The above objective will be delivered on an as needed basis. The middle school Family Life Program deals extensively with the development of interpersonal skills.

COUNSELOR GOALS

GOAL: To meet student needs via facilitating and coordinating services between student, staff, parents and community in the Farmington Public Schools.

OBJECTIVE	DELIVERY
1. Counselors will facilitate the orientation process.	The counselor will: 1. Coordinate and conduct spring orientation programs for incoming sixth and ninth grade students. 2. Meet all sixth and ninth grade students in the fall. 3. Conduct an individual orientation session for transfer students during the school year. 4. Conduct parent meetings to orient parents of incoming students to programs,procedures and facilities. 5. Orient all tenth grade students to Southwest Oakland Vocational School. (SWOVEC) 6. Conduct group and individual meetings explaining counselor's role and function. 7. Conduct new staff orientation.
2. Counselors will facilitate the scheduling process.	The counselor will: 1. Adjust class sizes at the beginning of each semester. 2. Make schedule changes where necessary. 3. Meet with eighth grade students to plan a ninth grade, first semester schedule contingent upon abilities, interests and future plans. 4. Meet with all students to provide curriculum and procedural information prior to scheduling. 5. Make tallies of projected class enrollments. 6. Advise administrators in planning the master schedule. 7. (Middle School) Meet with fifth grade teachers to discuss incoming students. 8. (Senior High) Meet with middle school counselors to discuss incoming students. 9. Coordinate special placements of student (e.g. resource room, reading room, basic classes, accelerated programs) 10. (Senior High) Screen and place applicants to vocational school. 11. Review end of the year failures and consult with administration regarding failures and summer school recommendations. 12. Be involved in registration procedures for scheduling.

3. Counselors will coordinate the testing program.	The counselor will: 1. Schedule, coordinate, or adminster: Seventh Grade Michigan Assessment Test, Eighth Grade D.A.T., Tenth Grade Michigan Assessment Test and American College Test Eleventh Grade Preliminary Scholastic Aptitude Test, Eleventh and Twelfth Grade American College Test and Scholastic Aptitude Test. 2. Interpret test scores to students, parents, and staff. 3. Administer and interpret interest surveys as required by Career Guidance Plan. 4. Administer and interpret other tests as needed.
4. Counselors will coordinate career and post-high school planning.	The counselor will: 1. Help students clarify career goals (in conjunction with abilities and interest) and make appropriate high school class selections to move toward these goals. 2. Make available to students career planning programs such as Michigan Occupational Information Service and develop career plans according to the Career Guidance Plan. 3. Schdeule and plan related career activities according to the Career Guidance Plan. 4. Help with vocational school visitations. 5. Update college bulletins. 6. Sponsor a college night program. 7. Work with college representatives. (Senior High) - visitations, etc. 8. Coordinate and process college applications. (Senior High) 9. Plan and coordinate a Financial Aids Workshop for parents and students. (Senior High) 10. Process Scholarship applications. (Senior High)
5. Counselors will act as consultants.	The counselors will 1. Prepare a list of special student concerns (medical, academic, emotional, social problems) and make it available to staff for both first and second semester. 2. Refer students for ancillary services such as bilingual, special education, public health nurse, and DELTA programs. 3. At least one counselor will be a member of the IEPC and will act as a liason between special education personnel and students.

	4. Conduct conferences with instructional staff. 5. Conduct conferences with administrators. 6. Conduct parent conferences. 7. Review CA-60's with parents or students when appropriate.
6. Counselors will provide counseling services in meeting individual needs.	The counselors will: 1. Review student progress and report cards and counsel with students in problem areas. 2. Work with students, parents, and administrators concerning chronic attendance problems. 3. Help students develop good study habits. 4. Arrange for tutoring service when needed. 5. Conduct student-teacher-counselor-parent conferences where needed. 6. Work with teacher, parent, adminstrator referrals in areas of school, home, social and emotional problems. 7. Work with student self referrals in areas of school, home, social and emotional problems. 8. Provide crisis counseling. 9. Organize and conduct task-focused group counseling where needed. 10. Participate in IEPC.
7. Counselors will disseminate guidance information to student, staff and community.	1. The counselor will prepare and contribute to school newsletters. 2. The counselor will coordinate and publish information through bulletin boards, public address system, etc.
8. Counselors will help maintain student records.	1. The counselor will help coordinate and monitor student records.
9. Counselors will maintain a record of evaluation follow-up studies.	The counselor will: 1. Maintain a record of evaluation of student objectives in relation to the Carl Perkins Act. 2. Conduct a senior survey to gather information regarding post-high school plans.
10. Counselors will participate in in professional growth activities.	The counselor will: 1. Be involved in planning and developing of school and district wide programs. 2. Participate in Oakland Intermediate School District programs. 3. Be encouraged to participate in professional organizations and their activities such as: 1. American School Counselor Association 2. Michigan School Counselor Association 3. Oakland Area Counselors Association

EVALUATION PROCEDURE

Every three years during the month of May, the department chairperson of each building will be responsible for coordinating and completing with his or her department members the evaluation sheets contained in this section. Since this evaluation was last completed in May of 1987, the next formal evaluation will take place during May, 1990.

MIDDLE SCHOOL
PROGRAM EVALUATION

SCHOOL NAME________________________

SCHOOL YEAR________________________

COUNSELORS________________________

____

1. Testing
   Test Administration
      M.A.T. (7th grade) with help from math teachers
      D.A.T. (8th grade) with help from teachers
      C.P.Q.
      Algebra Prognosis
   Test Interpretation
      M.A.T.
      D.A.T.
      C.P.Q.
      Algebra Prognosis-Reviewed for
      8th & 9th Grade placement

2. Decision-Making
      8th Grade students scheduled for 9th grade
      7th Grade students scheduled for 8th grade
      6th Grade students scheduled for 7th grade
      New students scheduled

3. Career Education
   Career Guidance Program

4. Personal Counseling
      Referral made
      Consult with faculty
      Consult with administrators
      Consult with parents by phone
      Consult with parents in person
      Individual sessions with students
      Other consultations-social worker
         health nurse
         psychologist
         speech therapist
         bilingual
         DELTA

5. Academic Counseling
      Review of progress reports
      Review of report cards
      Referrals for tutoring
      Referrals for summer schools
      Review CA-60 (Parents)
      Review CA-60 (Students)
      Attendance Referrals
      Study Helps
      IEPC Committee

6. Orientation & Scheduling
    - Schedule Changes
    - Meet with 5th grade teachers
    - Conduct 5th grade orientation
    - Meet with high school counselors
    - Special Placements
        - Resource room
        - Basic classes
        - Reading
        - Accelerated classes

7. Professional Activities

8. Other Counselor Activities

SENIOR HIGH SCHOOL
PROGRAM EVALUATION

SCHOOL NAME ______________________________

SCHOOL YEAR ______________________________

COUNSELORS ______________________________

____

____

____

Senior High School Goals:

1. Interpreting the meaning of group and individual tests.
2. Implementing the decision-making process.
3. Planning for post high school opportunities.
4. Developing positive interpersonal relationships.

GOAL I. TEST INTERPRETATION

Test Name	# Tested	#Interpreted	Comment

GOAL II. DECISION MAKING

Name of Activity	#Contacts	Comment

GOAL III POST HIGH SCHOOL PLANNING

Name of Activity	#Contacts	Description or Comment

GOAL IV INTERPERSONAL RELATIONSHIPS

Name of Activity	#Involved	Comment

Other Involvements of the Counseling Staff

REFERENCES

1. Career Guidance Plan
2. Professional Role and Function Statements
3. North Central Evaluation and recommendations at the high schools.
4. Professional Development Guidelines
5. ASCA Position Statements
6. State Board of Education Policy and Position Paper on Comprehensive Guidance and Counseling Programs.